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The Journal of

THE ASSOCIATION OF SCHOOL AND
COLLEGE PLACEMENT

A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

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**SALES PROSPECTS IN ALUMINUM
FOR THE GRADUATE ENGINEER W. S. Idler**

MARCH, 1948

VOLUME 8

NUMBER 3

SEVENTY-FIVE CENTS A COPY

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SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

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INFORMATION FOR SUBSCRIBERS

SCHOOL AND COLLEGE PLACEMENT is issued quarterly. Subscription rate: \$3.00 a year. Entered as Second Class Matter October 21, 1940, at the Post Office at Philadelphia, Pennsylvania, under the Act of March 3, 1879.

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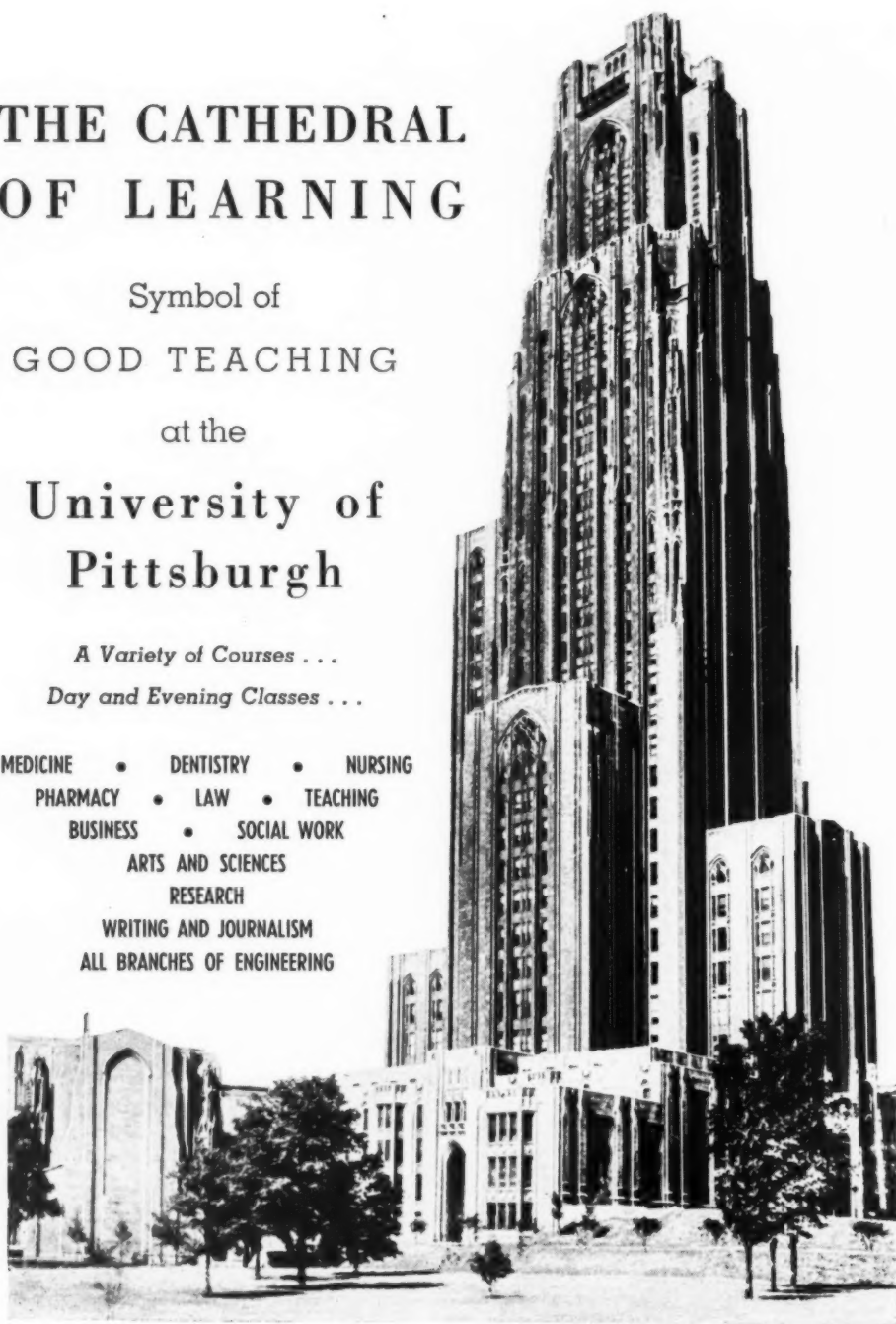
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RECRUITING OF COLLEGE GRADUATES FOR BUSINESS POSITIONS

WALTER EMMERLING, *Office Manager,*
The Proctor & Gamble Co., Cincinnati, Ohio

Upon graduation from Ohio State University, College of Commerce, in 1928 with B.Sc. degree, Mr. Emmerling joined the Advertising Department of the Proctor & Gamble Company. For five years he was in charge of the Field Advertising program, which involved employment and training of 500 to 1000 employees in all parts of the country. An additional five years was later spent in the same department as office manager, which involved considerable college recruiting.

Since November 1945, Mr. Emmerling has been manager of the General Offices in Cincinnati. The Employment Division of these offices is a part of this department, which is in constant touch with schools and colleges.

He is president of the Cincinnati Chapter of the National Office Management Association, composed of about 200 office managers, personnel managers, and other executives of major Cincinnati concerns.



IT has often been said that "human resources" are the most valuable asset possessed by any organization. This trend of thinking is becoming stronger each year, and increasing activity in the recruiting, testing, selection and employment fields justifies the statement that problems of manpower take precedence over all other management problems. Through the careful selection of qualified employees, a strong organization can continue to grow stronger. Andrew Carnegie once made the statement that even though he lost all of his plants and materials and equipment, he could return to his competitive position in business if he could keep the same personnel.

A Plan

An ever-increasing number of organizations are realizing the importance of adopting a carefully planned, sensible method of recruiting and selecting new employees. A plan, carefully conceived, will result in reduced manpower turnover, which is one of the biggest and most expensive "headaches" in any business. Turnover can be reduced in four ways:

1. by planned recruiting.
2. by careful and thorough selection.
3. by proper training on the job-and
4. by skillful motivation and supervision.

Turnover

Most turnover occurs within the first two years of employment. That is before the employee has a chance to reach his maximum value. It is in the recruiting and selection phases that we can do the most to trim turnover to a minimum. We are all great believers in elaborate and expensive training after the selection has been made. But if we can devote only a small fraction of the time that we spend on training to the selection phase, it is easy to see that we can save all of the costly training time lost on poorly selected employees.

If college graduates are to be carefully selected, the job should be given to specialized recruiters and employment divisions. Then they can work with trained and competent school placement groups. Many large companies are doing this now and many large high schools and most colleges and universities have already established adequate, or even better than adequate, placement offices. The co-operation between these groups is expanding each year, and through the exchange of regular visits between schools and business organizations and the transfer of ideas and information, the success of school recruiting can be assured.

In the East, there is a 20-year old organ-

ization called the Eastern College Placement Officers Association. The association was headed last year by Prof. Norman Abbott of Boston University who, incidentally, is president of the Boston Chapter of the National Office Management Association. The president this year is Mrs. Joan Fiss Bishop of Wellesley College. The placement officers of the Eastern schools belong as full members. And representatives of many organizations which recruit also belong as associate members. We meet once each year for two days. It is a grand way to settle problems, with all points of view being brought out. It also provides a social contact that generates good fellowship and understanding. I look forward to the time when there may be a Mid-Western, Southern or Western organization of the same nature.

Recruiting Programs

In our company, we have had an active recruiting program for over 25 years. Over 50% of our present development group was recruited in colleges. Our plan of recruiting is certainly not the best one. As a matter of fact, we are reorganizing it at the present time, in an effort to eliminate confusion, duplication of work and to coordinate our contacts at the schools. Our aim is to allow each branch of our business to handle its own recruiting program. But coordination is required so that all divisions of our company will recruit the same group of graduates together, looking for two types—technical and non-technical. This means the interested students will be exposed to all the current opportunities within the company. Usually, the recruiter in our company will not hire on the spot. The schools do not encourage it and we respect their thinking. It is more desirable to invite the man to the nearest office or plant, review all factors and arrive at an unhurried decision.

Other companies evidently do not find

hiring on the spot feasible. For example, the Armstrong Cork Company usually has its contact man visit as many as 50 schools, select the most promising candidates he can find and invite them to spend a week at their home office and plant in Lancaster, Pennsylvania at company expense. These candidates have the advantage of being able to look over the company, its executives, policies, training program, etc. The company can also become well acquainted with the candidate, hire him at the home office, plan his training program and arrange his living quarters. They use no elaborate testing program to aid in their selection because their executives spend enough time with the man to make tests less important. They don't even have to place him in a definite job or in a certain department, because their training program is lengthy and the men are placed as openings develop or as they express interest in a certain operation of the business. This is an expensive method but a solid one for them.

Some companies will delegate authority to hire to the recruiter and this is a good method for some organizations to follow. It is less expensive and it assures a quick agreement with the promising graduate who has other offers. It does not provide the candidate with the chance to look over the home office and to compare offers thoroughly, nor do the organization heads get the opportunity to inspect, compare and select on that basis.

When to Recruit

I recently read an article which suggested that considerable grief could be avoided if the number of men to be hired was set on the low side rather than the high side. I am sure this would simplify the training program and possibly eliminate a surplus of development manpower waiting for assignments.

Certainly the smaller organization will follow this thinking more readily than will the large one. We try to follow the rule that *the*

proper time to recruit is when you don't need new employees. We don't see the reasoning in waiting until we lose business because of inferior or inadequate manpower. The real test of a recruiting program is to have adequate development prospects on record with complete personal history, past employment records, test scores, etc. Or better than that, have the men already hired and in training.

Numbers

The number of college graduates being hired by various organizations is steadily and rapidly increasing. There is and will probably continue to be a sharp, competitive demand for every promising and aggressive graduate for some time to come. And, with increasing recruiting activity on the part of those organizations going to colleges to add development-type employees, the situation can be highly competitive even in normal times. Dr. Frank Endicott, Director of Placement at Northwestern University, published a survey of needs of 130 companies during 1947. Seventy-two of these companies reported that they expected to hire 54% more graduates in 1947 than they placed in 1940. One hundred and seven of these companies reported an anticipated need of an average of 55 college graduates per company during 1947. Sixty-two, or almost 50% of these companies, have a planned recruiting program. Of these 62 companies, about half of them have been recruiting at universities less than 10 years, which gives some indication of the recent growth of this activity.

Placement Office

In approaching the placement office—whether it is a centralized office of a large university, a professor who operates on a part-time basis in a small school, or a high school principal—the recruiter should have a definite plan. He ought to have certain information such as—

- the number of men his company intends to hire
- the kinds of jobs open
- the location and working conditions of each
- the training program required
- the starting salary, possible progress and final goal
- complete company history and plans

He should bring files, booklets, forms and literature with him such as—

- job descriptions
- application or personal history blanks
- interview records
- booklets covering opportunities
- company financial statements

Some of this material may have been sent on ahead to the School Placement Bureau, since application blanks can be filled out in advance, literature can be read and job descriptions can be studied. These steps allow the Placement Office to determine who wants to be interviewed and establish the necessary schedule for the recruiter. The length of the interview will depend upon the job and the type of candidates being interviewed.

A popular way to handle interviews is to start with a general explanation to the entire group of candidates. This is advisable when only one or two types of openings are to be discussed. In this way individual interviews can be reduced to about 15 minutes, with extra time to be reserved later for follow-up interviews.

Another plan followed by many recruiters—particularly where a number of different job opportunities are available—is to schedule interviews lasting 30 minutes, or 45 minutes, or an hour.

Where technical conversation enters into the picture, the recruiter will often have a representative from the Chemical or Engineering Division, or some other department, with him. After the general work is completed, the

expert can properly measure the candidate's qualifications for the technical field.

Before we continue with the interview phase, let's return for a minute to the matter of preliminary arrangements with the Placement Officers. Several months prior to the school visit, the recruiter will visit the Placement Bureau. The Placement Officer will establish a date, place and length of each interview and set up a schedule of candidates. He, of course, must know the company's specifications as to age, degree, location of job, marital status, probable salary, job description, how many men are to be seen and how many recruiters will be present.

He will compile the personal and school history of each candidate, set a schedule, have him fill in an application blank if needed, and read the company literature. He may even arrange for faculty members to be available to discuss certain candidates. The sensible recruiter will build up his acquaintanceship with these school representatives, appreciate their problems, co-operate rather than demand, and follow recommendations from them. Remember, the Placement Officer usually does a swell job of vocational guidance and is working hard for the University, the student, and the business organizations.

Job Description

The use of job descriptions is necessary. They vary according to the wishes of each school. Usually the school will want more complete information than the company wants to release. Many organizations are reluctant to see their job descriptions go up on the bulletin board, since this opens up the way for all students to request interviews with all recruiters. This creates a difficult situation for the recruiter who wants to see men from the upper half of the class. These same recruiters want the school to be extremely selective, give them the very best of candidates and leave the poor student for the other recruiter.

Financial statements and company booklets are very helpful to the student. He can read these carefully and be prepared to ask questions intelligently. Many companies have prepared or are preparing interesting opportunity outlines. In our own company we issued a book covering all opportunities in the business.

It naturally did a better job for some departments than others and as a result, we are discarding this one booklet—to replace it with three or four. There is a larger book just on one part of our Sales Department. There will be another sales book, one for Manufacturing and later one for the other departments. I hope that is the right approach to our own problem.

Application Blanks

Some applicants object to the term "application blanks," and a few companies are correcting this. For example, our company is going to call it a "personal history record." Many forms seek too much unnecessary information, extraneous facts that serve no good purpose. It is practical to keep this form simple so the candidates can do a reasonable job with dates, figures and other items that are hard to recall. It is smart to have a single blank in use by all branches of the organization so that they can be transferred with ease.

Interview

In the eyes of the recruiter, the interview is the most important phase of this entire operation. Unfortunately, it is often not so important to the student. The interviewer has to work long and hard and the repetition is apt to leave him a bit shaky at the end of the day. Therefore, it isn't fair to crowd in too many conversations if the last interview can't be almost as fresh and interesting as the first one.

The ideal interviewer hasn't been located as yet. He should be a young, aggressive chap with unusual personality, appearance and

poise. He should have had about forty years of background with all branches of his company, including the technical phases. He should have authority to hire and place candidates and to offer the highest of salaries and the best in futures. He will know all the Placement Officers, be on good terms with the friendliest of the faculties and above all, he will be endowed with a genius for selection that no one can match.

By the same token, the ideal interviewing location has yet to be found. For some reason or other, the college Placement Office along with the Alumni office, is usually shunted off into some basement in the oldest building on the Campus. Then you are assigned a room without adequate light, ventilation or furniture and often, in the recruiting season, you have to share it with some competitor or listen to someone through a thin wall. Seriously, the Placement Office often has a precarious existence, and sometimes any reduction in the

school budget will be reflected here, first of all.

During the past year, I visited Pennsylvania, Rutgers, Princeton, Columbia, Yale, Harvard, Dartmouth, Boston, Bowdoin, Ohio State, Chicago, Northwestern and Cornell. Among all these, Cornell alone had its Placement Office in a new building. Chicago had a new building under construction which will house its Placement Office. I am all for a campaign for larger, lighter and nicer Placement Offices, and I think we will have them soon.

The interview itself deserves a lot more careful planning than it gets, even though there is some question as to what is the best method to follow. The method followed in each conversation will be determined by the time allotted each applicant and how much advance work has been accomplished. There are a few simple rules for the recruiter which can't be overlooked.

1. Be friendly and courteous.

Now is a good time to investigate the attractive career-building opportunities which the life insurance business offers to men and women qualified for them.



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2. Add the something needed to put the applicant at his ease.
3. Check the essential qualifications of your job quickly and note where the applicant misses out.
4. Encourage the applicant to talk because you can measure best by listening rather than talking.
5. Sell your company and your opportunities but do not oversell.
6. Encourage him to look at all interested companies fairly before coming to a decision.
7. Use an interview card to record your reactions and do this promptly after each interview so you don't get back to the home office and wonder what the candidate looks like.

Salary

Salary will be the most interesting item these days because so many of today's graduates have family responsibilities not found in normal times. Remember that these job seekers on the college level want opportunity and not security now—but they can't overlook present high living costs because of a pot of gold at the end of the rainbow. All salary offers for aggressive candidates are high, compared to a few years ago.

Company opportunities, policies, benefit plans, vacations, profit-sharing and pension are always attractive, but the pressing problems appear to be "How much will I earn at the start?" "How soon will I get my first raise?" and "What are the chances of getting a place to live?"

It seems worth while mentioning that today's competitive conditions in development calibre recruiting have led to increased hiring at the end of the junior year, particularly in the technical or sales fields. It is a fine idea for some organizations to follow. They can pick out a likely candidate in the spring of his junior year, bring him into their laboratories

or engineering divisions during the summer, let him find his way around and get acquainted with everyone and everything. The student earns a regular monthly salary, and, if he comes through, he and the company have started a friendly arrangement a year ahead of time.

Tests

No discussion of this recruiting subject can be complete without saying something about tests and testing programs. Our company has spent a lot of money in the past 25 years in building tests of various kinds, in giving them to literally thousands of candidates for many kinds of jobs, and in measuring the results of these tests. We study the test results of the really successful employee who is an executive now. We also analyze the tests of the employee who is doing an average or better than average job with prospects of promotion ahead, and of the employee who received expensive training and left us to try something else.

A good many companies have tried and discarded tests; others have seen no need for them. But certain organizations have expanded their use in many ways. The use of tests of all sorts received heavy emphasis from all branches of the Service in the past war, and many of today's applicants are familiar with them. Most colleges require their use for registration or special course purposes and few give their graduates samples of them and advice as to their value.

I am not qualified to discuss testing procedures in detail. But I believe that validated tests have a strong place in the selection picture—if used to complement the interview. Anyone considering the use of tests will do well to leave them alone unless they are advised by an expert. Tests are designed to screen out those who cannot be successful, assist in the placement of qualified applicants,

and supplement the judgment of the company representative who hires.

A proper selection of tests will measure mental alertness, special aptitudes, skills or proficiencies, vocational interests and individual personality traits. In no way can tests do more than measure what the applicant probably can do. It requires the interview and even actual experience on the job to prove that the applicant will do what the tests show he can do. Naturally, tests are not used for the candidate who is obviously unsuited for consideration of any kind.

Even with the aid of the personal history blank, a satisfactory testing program and the planned interview, the success in the selection of the right employee is not assured. The individual charged with the job of hiring often uses the aids incorrectly. Unfortunately, these errors in judgment cannot be foreseen.

Studies demonstrate that the interviewer needs something to complement the interview. The application blank and test forms help fill this need. The selection phase must be careful and deliberate, based on adequate fact-finding about previous work experience, early life, school training, home life and health conditions. Then all of this information must be used intelligently.

Credit for Activities

In the selection of graduates from colleges, there is always the question as to just how much credit can be applied to various activities while in school. Doctor Frank Endicott made a study along these lines among companies recruiting at the college level several years ago and developed the answers to these interesting questions.

1. Do you give preference to those who have worked part-time while attending college? 70% favor this activity.
2. Do you find that participation in Campus activities, athletics and social organiza-

tions provides especially desirable experience? Ninety per cent of the companies said YES here.

3. Would you prefer graduates with more specialized courses? The general courses were considered to be more desirable except for technical jobs.
4. To what extent do you give preference to those who earned high marks? About 1/5 of the companies indicated that high marks were essential for research or technical positions. About 1/3 felt that high marks had a doubtful value, while most felt that high marks were important *if combined with desirable personal and social qualities.*

5. What specific personal characteristics are considered essential? The three outstanding traits listed were—

- the ability to get along with people in general, to work co-operatively with others
- the ability to meet and talk to people easily
- attractive appearance, neat and well-groomed

The next three were general alertness, dependability and enthusiasm.

Then all factors relating to the employability of college graduates were rated. For all types of positions, these factors were recorded as being essential in this order—personality, activities, high marks, general courses, special courses and part-time work.

6. The last question asked was: "What are some of the adjustments college graduates must make after employment for which the college has not adequately prepared them?" The answers were compiled under 4 main headings:

- a. They expect advancement too rapidly. They fail to realize that hard work and production are necessary, avoid

routine tasks and are unwilling to start near the bottom.

- b. They have difficulty in getting along with others and working as one of a group. They lack tolerance of those without college training, underestimate the value of experience. It is hard for them to take criticisms and suggestions.
- c. Difficulty in making adjustment from college life to routine, detail, speed and regular hours.
- d. Inability to apply theory to practical situations.

If I could offer something of value to the schools and to the teachers, it would be along the lines of accepting the above comments by the business organizations as to what the schools can do in better preparing the graduate to get a job, hold it and gain promotion. Some schools have installed courses of instruction so students will have some knowledge of correct dress and manners. They are being taught what to say in an interview, how to

ask questions and how to approach the salary problems.

A new book entitled "Employees are People," by Harry King Tootle, Personal Director of the New York Times, is very interesting. He says:

"The last semester before a boy or a girl leaves school or college, there should be an obligatory course on "How to Get a Job and Hold It." Such a course should be taught by someone who has had experience. It cannot be taught from a book—even this one.

"The course should teach students how to get into an office and how to get out, how to dress for an interview, how to sit on a chair, how to present one's qualifications (how to sell oneself), how to ask questions and what questions to ask.

"One elderly, wise, and often harrassed executive who sometimes looks to me for help says plaintively, 'I don't care how little they know if they only know how to use their heads.' What a small percentage of the young who come to me know that!"

To

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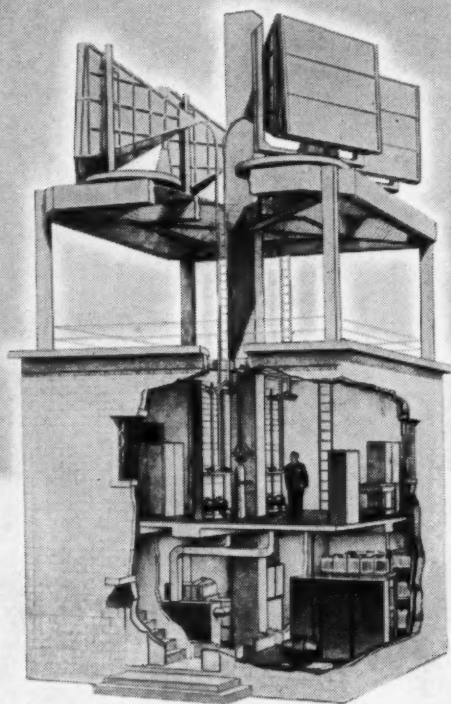
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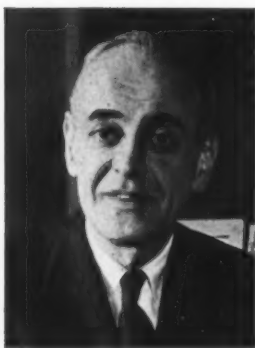
This new system for transmitting Long Distance telephone calls, radio and television programs is but one phase in the Bell System's program for improving this country's communication service; a never ending program of growth and development in which many telephone engineers will participate, and whose careers will develop with it. *There's a future in telephony.*

BELL TELEPHONE SYSTEM



A cut-away view of a typical radio relay station. Emergency power equipment and storage batteries are on the first floor, radio equipment on the second floor, and the special microwave antennas which receive and beam the communication signals are on the roof.

WALL STREET: THE ACCENT IS ON YOUTH



ROBERT DE VECCHI, *Director, Training Program,
Smith, Barney & Co., New York City*

Desiring to interest recent graduates in investment banking, financial firms have started training programs similar to the one here described. As a result, since the end of the war, more young people have entered the securities business than in the past eighteen years collectively.

Mr. De Vecchi was graduated from Yale, 1917 Shef. In World War I he was a Captain in the Army attached to Base Hospital No. 1.

Subsequently he has been active as a director or officer of several corporations and a partner in a New York investment firm. Since 1938 he has been associated with Smith, Barney & Co. In World War II he was with the OSS. Since 1945 he has had the responsibility of directing the training program at Smith, Barney & Co.

IN the nation's financial communities today, from Main Street to Wall Street, there is an accent on youth that is without parallel in recent times. For perhaps the first time in history, leading financial institutions have been making determined efforts to bring large numbers of qualified young men and women into their ranks with the object of training them for positions of leadership and responsibility. For the country as a whole, and for Wall Street in particular, this is a sharp and rather remarkable departure from previous practice.

The figures reveal that in the 12 months that followed VE Day, almost 5,000 young men entered the securities business, and since the war's end, more young people have come into the field than in the past 18 years collectively. Thus, on the face of the evidence, a trend is underway that is of long-term interest to both financial firms who need an increasingly heavy flow of recruits, and the colleges and universities, who offer the basic preliminary training.

The opportunities on Wall Street have not been so great for many years. The depression of the '30's, and the demands of the Armed Forces during the 1940's, so altered the picture that developing opportunities are the keynote today.

Behind these opportunities are several significant developments:

The broad base of American ownership and American participation in financial activities has increased tremendously. As a result, the public is better informed about Wall Street's operations than ever before. The public expects its financial representatives to be able to supply—in a short time—a full detailed picture of the increasingly complex financial situation. This is an obligation that financial firms must meet.

Moreover, Wall Street's executive personnel is aging. From the early 1930's until 1940, the declining volume of business on the several exchanges kept new personnel down. And when the speculative bubble burst in 1929, many young people regarded the Street as an unhealthy place to map a sound, professional career. In 1940, as has been noted, the Government had the #1 priority on U. S. youth. As a result, the average age of Wall Street's executives has climbed to an inordinately high point. At the close of the war, survey after survey indicated that executive personnel averaged from 50 to 55 years of age, with no one in sight to carry on in their place. Department of Commerce figures show that the progressive shrinkage of full-time employees in the business since 1929 has left the industry operating today with only 41 per cent of the personnel employed in that year. The ranks may have been unduly swollen in



ON-THE-JOB TRAINING IN THE TRADING DEPARTMENT. ELLEN VAN DEUSEN WAS THE FIRST WOMAN STUDENT TO BE ACCEPTED FOR AN EXTENDED TRAINING COURSE IN WALL STREET AND WAS THE FIRST WOMAN ELECTED TO THE JUNIOR INVESTMENT BANKERS AND BROKERS ASSOCIATION OF NEW YORK

those days, but in 1946, the number of full-time employees was only 62 percent of the 1936 figures, and the latter had already shrunk to 66 per cent of 1929.

Even now, though most of the financial district's immediate needs have been met, it can be categorically stated that Wall Street needs bright young men and women who will bring the financial district's age level down and serve as the executives of tomorrow. Simply stated, we want personnel who have received the maximum training that colleges and universities can give them, who have a sincere interest in the financial community, and who have a long-range view of a career that eliminates that make-a-million attitude that prevailed in the 20's.

Intensive Training Courses

Upon finding this type of personnel, Wall Street firms stand ready to complete their training through intensive courses that last from 6 to 18 months. During that training, trainees are paid and upon completion of their work they are helped over the inevitable hurdles.

Here at Smith, Barney, we have developed a training course that stands as one of the models in the field. The primary purpose of our program—established in 1945—is to make available to young entrants into the investment profession the accumulated experience of experts who have spent a lifetime learning the business. Profiting by the experience of specialists in the various branches of

investment banking, trainees entering the field can by-pass many of the pitfalls confronting them.

Across the nation, scores of firms are developing their own programs in an effort to fill their immediate and future needs. This need has been recognized by both the Investment Bankers Association and the Association of Stock Exchange Firms and both groups have been active in developing new and better educational programs. Many training efforts today follow the pattern set by the IBA's Joint Training Program and the Fundamentals of Investment Banking.

At the end of the war, attempts were made to fill vacancies quickly, but it was found that among the nation's trainees, the mortality rate was tremendous. Faced with the sudden problem of setting up a score of educational programs, the result was that trainees complained first that the lack of organization in their courses left them unprepared for the technical work ahead, and then that the compensation they received while in training was inadequate to meet their needs. Throughout the financial community, it was well into 1945 before major firms worked out intensive coordinated programs, and arrived at a wage scale that would attract the calibre of men and women we wanted. As a result, pay scales while in training now average about \$220 monthly. In arriving at this liberal payment plan, a trainee's marital status is taken into consideration; graduate work and often war service are counted as experience. In addition, upon completion of the training program, many firms offer a pay increase. The important consideration, however, is that all firms, having invested so much in a trainee's education, will wait upwards of three to five years for a student to get the feel of the business. During this period, advice and counsel are offered frequently; work is appraised from time to time. Thus, newcomers feel that important sense of security and of belonging as

they shape their new careers. On the trainee's part, there must be an equal willingness to view Wall Street as a profession. With the field of investment banking constantly growing more complex, it is mandatory that our executives of the future emerge as trained, skilled specialists.

In establishing its training program, Smith, Barney & Company had in mind the developing of prospective executives. If the expenditure of the effort and money required for an intensive training program is to be justified, financial concerns must genuinely expect trainees to become fully productive employees—a result that is mutually advantageous to the firm and to the individual. Smith, Barney anticipates that the route to becoming department heads and managers, senior members of departments, and partners will be principally by way of our training program, and then successful performances in the field. Our trainees, once they have completed their present 18-month training program may enter the fields of research and security analysis, sales and brokerage, buying and syndicate operations, trading both in corporate and municipal securities, and in the professional services to individuals, institutions, and corporations. The trainee's final goal is naturally determined by both his own aptitude and performance, and by the needs and judgment of his firm.

At present, literally hundreds of young people are now receiving training programs sponsored by financial firms. It is safe to say that within 10 to 15 years, when they are comparatively young men and women, they will hold positions of real responsibility. Even at this point, our training programs have brought results that will have a long-term significance.

Three Part Training Program

At Smith, Barney our training program is divided into three parts: an introductory course of 20 weeks, a major course of 30

weeks, and a period of apprenticeship lasting 24 weeks. Though many firms have courses ranging in length from 6 months upward, we feel that a period of less than 18 months is insufficient to properly lay the groundwork for a career in investment banking. During the 74 weeks, trainees are rotated through the firm's various departments, so that they become acquainted with all our activities. This provides both the trainee and the firm with the experience necessary to determine the eventual field of specialization for which the individual is best suited. During the time spent in each department, the partner in charge and a counsellor give careful attention and direction to the training of the student.

Prospective applicants may well wonder what college training is helpful to a successful career in investment banking. A breakdown of our trainee's schedule will give an excellent illustration of the educational background necessary. During the first 20 weeks of his training, a student spends the following time in each of the firm's departments, obtaining an insight into our operation, and establishing a personal relationship with firm members.

Messenger, 2 weeks; Cashiers, 2 weeks; Purchase & Sales, 2 weeks; Bookkeeping, 2 weeks; Order Room, 2 weeks; Municipal, 2 weeks; Buying & Venture Capital, and New Business Activities, 2 weeks; Stock and Foreign, 1 week; Syndicate and Main Office Sales,

2 weeks; Research, 2 weeks; Account Supervision, 1 week.

In the next 30 week period, the trainee learns more of the details and practical side of the business of the firm's principal departments:

Trading, 4 weeks; Stock, 4 weeks; Municipal, 4 weeks; Research, 10 weeks; Buying and Venture Capital and New Business Activities, 4 weeks; Syndicate and Main Office Sales, 4 weeks.

Even so, in designing an instruction period of this length, we have felt it necessary to combine further academic work with the practical application of on-the-job training. Each of our trainees takes specified courses at outside institutions such as the New York Institute of Finance (formerly the N. Y. Stock Exchange Institute) and New York University. In addition to this outside work, there are a series of lectures by partners and executives of the firm on the functions and methods of investment banking in general and the policies and practices of Smith, Barney & Company. These lectures are informal and are followed by roundtable discussion in which the students participate.

Illustrating the extent and the importance of additional outside study, some 1,000 employees in New York City are taking resident courses at the New York Institute of Finance, while an additional 1,000 are taking correspondence courses.

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With the current emphasis on educational training so great, it is apparent that young men and women eyeing the possibility of a career in investment banking should begin in college to prepare themselves for the highly technical work ahead. Since the pattern of training offered by most Wall Street concerns is essentially the same, and since an effort is being made by the Investment Bankers Association to standardize the many training programs, it is possible to outline in some detail both the general and specific nature of the applicant's study program.

Seven Objectives

Over-all, the Investment Bankers Association lists seven general objectives in a typical course outline, and they include:

1. Studying—and becoming familiar with—the various types of securities.
2. Understanding the general principles and practices of financial statement construction and the interpretation of such statements.
3. Acquiring the vocabulary of finance.
4. Learning the practices of corporations in connection with dividend policies, mergers, reorganizations and refinancing.
5. Appraising non-statistical factors and general economic changes.
6. Learning the practices of the securities markets.
7. Appreciating the considerations and needs which influence investors in their selection of investments.

To carry out these general objectives, eight study courses can be mapped out, with each course broken down into various appropriate categories. These eight courses would include:

1. Broad study of investment banking and American financial institutions with emphasis on the work of the investment



A GROUP OF TRAINEES GOING TO AFTERNOON CLASSES AT NEW YORK UNIVERSITY. SCHOOLS REPRESENTED INCLUDE WELLESLEY, HARVARD, GRINNELL, PRINCETON AND YALE

- banker, and the inter-relations between other financial institutions.
2. The instruments of investment banking such as stocks and bonds.
3. The concepts of investment yield.
4. The reading of financial statements and corporate reports; an analysis of major classes of securities (corporate, civil and foreign with their subdivisions).
5. The special financial problems of the corporation (dividend policies, mergers and consolidations, holding companies, refinancing and recapitalization, reorganizations.)
6. The marketing of securities, and the markets for existing issues.
7. A study of security buyers and their needs.
8. An examination of taxation, investment policy and business cycles.

These courses of study indicate better than

any comparable yardstick, the growing complexity of the investment banking business. Although the trainees face the prospect of an exciting and dramatic career, the spadework and preparation for such work should begin in the colleges and graduate schools.

Aware that many young men and women may experience difficulty in finding places with financial firms, efforts have not been devoted solely to the training of recruits. In New York, five groups that represent a composite cross-section of the financial district, have formed a Financial Placement and Clearance Center, for the purpose of assisting qualified applicants to find positions and careers in the securities business. The five groups are: The New York Stock and Curb Exchanges, the Investment Bankers Association, the Association of Stock Exchange Firms and the National Association of Security Dealers.

At the Placement Center, financial openings in Philadelphia, Hartford, Boston, Washington, New York, and other eastern cities are listed periodically and the average applicant, having contacted firm A—and found that no openings exist—is then referred to the Center. At the Placement offices, the applicant is interviewed, counselled and tested and may in turn be referred to firm B., where his aptitude and training would seem to fit him for a career in the securities business. The Center thus serves the dual role of a clearing agency of mutual benefit to both the applicant and the

financial firms. In its brief history, the organization has placed dozens of prospective career men. It must be understood that a high percentage of the applicants, after undergoing the Center's tests and interviews, are found wanting and discouraged. Those who are discouraged would probably not have done well in the securities business and the Center saved them, as well as prospective employers, much time. By the same token, those who were recommended and finally placed, cannot be sure their careers are "set." The rest is up to the individual and there is no question but that it will take hard work and an "A" for effort. The Center simply assured the employing firm that the applicant has the aptitude to do the work. In Boston, a similar Placement Center has been organized, and Chicago is planning one for the investment banking field only.

Against this background, it can be seen what steps the financial communities have taken to insure themselves of an adequate flow of qualified applicants. From the point of view of the young men and women entering the securities field, an exciting and satisfying profession looms, keynoted by an unparalleled chance for advancement.

In organizing such programs, and realizing the full extent of this opportunity, it has been also recognized that colleges and universities will, in the future, become a most fruitful source of personnel.



WHAT DO YOU WANT IN 1948?

MILLIONS of American men and women fritter away their lives with a thousand details, of which 900 get them nowhere—certainly not nearer happiness. They live fast but neither hard nor deep. They live too fast because they don't know where they are going and so have to hurry to get there. They can't simplify their lives because they have never simplified their thinking.

These millions have never stopped long enough to figure out an aim that's worth having. They don't really know what they want.

We live in the midst of details that keep us running around in circles, never getting anywhere but tired, or that bring on nervous breakdowns and coronary thrombosis.

The answer is not necessarily to take to the woods, but to find out what we really want to do and then cut out the details that fritter away what is most valuable in life. Live deep instead of fast.

—Henry Seidel Canby in "This Week," 1/4/48

THE DRUG AND COSMETIC FIELD EXPANDS



Blackstone Studios

HAROLD E. BECKER, *General Superintendent, Brooklyn Manufacturing Laboratories, E. R. Squibb & Sons, Brooklyn, New York*

The author, Mr. Becker, has been in the employ of E. R. Squibb & Sons since 1923. His activities have been in the pharmaceutical manufacturing field throughout his employment. He has filled the positions of Assistant Head of the Pharmaceutical Department, Head of the Pharmaceutical Department, Assistant Superintendent of Manufacturing, and is now the General Superintendent of Manufacturing of the Brooklyn Laboratories of this firm.

Prior to joining the House of Squibb, Mr. Becker had about five years experience in several retail pharmacies. He is a native of Schenectady, New York; holds the Degree of Graduate in Pharmacy from the Albany College of Pharmacy, a Pharmaceutical Chemist Degree from the Massachusetts College of Pharmacy, and is a Licensed Pharmacist in New York State.

He is a member of the American Pharmaceutical Association and the Brooklyn Chamber of Commerce.

IN this industry, products are developed, manufactured, and distributed for the diagnosis, cure, mitigation, treatment or prevention of disease, and for beautifying, promoting attractiveness or altering appearance. The products manufactured are varied and many, including several classifications of liquid preparations such as tinctures, fluidextracts, mixtures, syrups, elixirs, suspensions, emulsions, lotions and solutions for injection. Many varieties of ointments, creams, troches, capsules, tablets, powders, suppositories, and hair preparations are compounded. These general types of products require but limited imagination by the individual to comprehend the magnitude and complexity of the industry as it exists today.

This broad field of endeavor with its romantic and ancient history continues to expand and has probably made its most rapid progress during the past twenty or twenty-five years. The development of such products as insulin, the sulfonamide drugs, vitamins, aminoacids and the antibiotics penicillin and streptomycin, all of which play important roles in modern medicine has demonstrated the more recent intensified and purposeful activity of those devoting their efforts in an indisputable service to humanity.

Ever widening research programs which are

being sponsored have and will continue to make available, improved and new products for use in the industry. Some large manufacturing concerns are now operating separate research institutions wherein the effort is entirely devoted to the scientific search for the causes and remedies for those diseases which still plague humanity. In this phase of activity, there exists close cooperation and contact with the medical profession.

The trend of the industry has been for some time toward the development of new products for specific purposes. This is evidenced by the type of prescriptions now being written by doctors. An examination of the pharmacists prescription file will show a larger proportion of individual specific entities than in the past when the majority of prescriptions were more complex in character.

It is difficult to evaluate the future growth of this continually expanding industry in the Pharmaceutical field, with its increasing contributions to human welfare and medical care. It appears now, that the greatest growth is in those products classed as ethical and professional rather than household or home necessities which are advertised and directly distributed to the public.

Because of the changing economic picture of our country, more people today use the



E. R. Squibb and Sons

INOCULATION—UNDER STERILE CONDITIONS A SMALL DOSE OF INFLUENZA VIRUS IS INOCULATED INTO THE EGG THROUGH A SMALL DRILLED PIN-HOLE

cosmetic products made by the industry than ever before. The latest impetus was created in no small measure by the high employment rate and relatively high wages paid during recent years. Many more users of this type of preparation will continue to seek and use the best cosmetic products that can be made in the future. The increased number of users, together with the many new and improved types of cosmetics, have substantially broadened the area for continued growth of this branch of the industry.

Since the cessation of physical warfare, Pharmaceutical and Cosmetic Industry expansion into foreign markets has been evident. New manufacturing plants have been or are

being constructed in many parts of the world by American Industrialists.

It is intended that the foregoing provide a general and broad description of the industry, its purpose and products.

Because of its magnitude and complexity, there is opportunity for those trained in many different fields. The background of the industry is pharmacy and chemistry. However, today, personnel trained in other sciences and arts are required in order to adequately fill the various positions of responsibility necessary in the present day larger establishments.

Executive and administrative categories are many because of the several types of activity providing supervisory opportunities. Re-

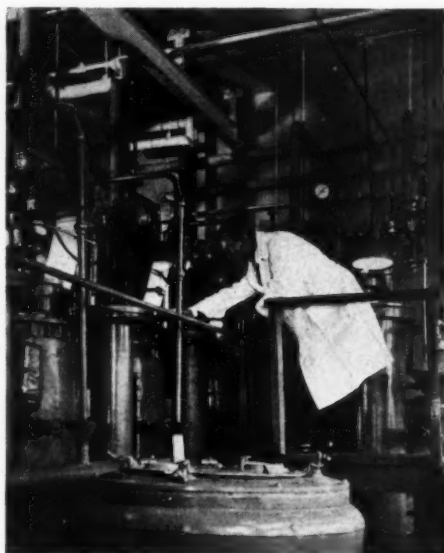
search, professional, technical, and production personnel are needed to adequately staff the modern, large pharmaceutical laboratory. Business administration presents opportunities in fields such as accounting, purchasing, traffic, sales, and industrial relations. Industrial and chemical engineers find interesting career work because of the specialized operations performed requiring specially designed equipment in many instances.

Those desiring to devote their efforts to the purposes outlined, may better visualize the available opportunities from the following discourse regarding some of the activities in connection with the development and marketing of a product of the industry.

The Research Laboratory

In the research or development laboratory, scientists and technically trained personnel, such as doctors of philosophy, bacteriologists, chemists and pharmacists perform the initial work in the perfection of the new product. The product may be a vaccine, an antibiotic, a drug principle, a synthetic organic compound or any one of a number of pharmaceutical or medicinal preparations. This development work involves literature search and study, decision as to basic materials for use as a starting point, equipment and method, etc. When the product has been isolated or synthesized, analytical procedures are used to establish its specifications and purity. Biological effects and toxicity are determined as well as its physical and chemical incompatibilities. When its safety for human consumption has been assured, it is usually necessary to test it clinically to definitely prove its worth. It is here that close cooperation with the medical profession is paramount. The best dosage form is decided upon, i.e., tablet, capsule, liquid, etc., also the style and size of package.

The product's usefulness and worth having been established, an estimated requirement is



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IDENTICAL IN DETAIL TO THE 15,000 GALLON TANKS
IN WHICH STREPTOMYCIN IS PRODUCED, THESE PILOT
TANKS ARE MAINTAINED FOR TESTING NEW BATCH
MIXTURES AS WELL AS NEW CONTROL TECHNIQUES

arrived at by surveying the potential need and market.

Decision having been made to proceed with the introduction of the product, those concerned with the plant scale operations of production are supplied the formula, manufacturing method, specifications for the finished preparation and the raw materials entering therein, packaging specifications, quantity required and all relevant data.

In the larger companies today, several departments or divisions are immediately stimulated to activity at this point. The units most usually concerned are the Production Control, Manufacturing, Packaging, Purchasing, Accounting, and Analytical Control Departments.

The Manufacturing and Packaging Departments may find it necessary to augment their facilities, install new or special type equip-

ment, or a new layout in order to fulfill their obligations. This may require the services of a chemical or industrial engineer to devise and work out the most economical method so that the product may reach the consumer at lowest cost. When all manufacturing and packaging information has been assembled, the cost unit of the Accounting Department is given the information needed to determine the selling price of the commodity.

The Analytical Control Laboratory on receipt of specifications may need to develop new testing standards to control the quality of materials used as well as the finished product. Its responsibility for the quality of products used by the medical profession is great and its personnel includes chemists and pharmacists trained in analytical procedures.

The Production Control Department schedules the manufacturing operations to provide an even flow of work through the manufactur-

ing department. To properly do this, it must be kept abreast of the market consumption and maintain inventories of required materials. Orders for the distribution of finished products are processed here, and the issuing of purchase requisitions for all containers and raw materials is also part of its function. In some organizations the materials transfer, storage and traffic divisions are part of the Production Control Department. In these units, there is opportunity for those skilled in materials handling and traffic management.

Distribution and Promotion

The distribution and promotion of the product is accomplished by the Sales Department. Decision is made concerning labeling, advertising, literature and means of introduction into its fields of use. Professional products are usually brought to the attention of physicians through medical journals, by the

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mailing of literature explaining how and under what conditions their use is indicated, or by direct contact with professional service representatives. Household, home necessity and cosmetic products may be advertised directly to the public and introduced into the trade by salesmen who contact wholesale and retail outlets. When one considers the many mediums of advertising and promotion; radio, magazine, newspaper, display, among others; it appears that personnel trained in display and art work could find interesting careers in this industry. Package design and labeling are most important.

A new drug must be approved by the Federal Drug Administration before its introduction. This is in the interest of public safety, and the manufacturer must submit its formula, method of manufacturing, specifications, proposed labeling and advertising, and a complete listing of its clinical evaluation among other data to obtain such approval. The Federal and State laws, controlling Inter and Intra State Commerce, which must be considered in connection with the labeling, advertising, distribution and sale of the industry's products; also similar regulations in foreign countries, in themselves, provide an interesting field of scope and opportunity for the legally trained individual.

As in other large industries, employment opportunities for experts in Industrial Relations exist. This field of activity, with its increasing importance to all industries, provides most interesting challenges.

In the larger manufacturing houses, staff and service departments, other than those mentioned, exist in varying size and responsibility. These departments require personnel

trained for the most part in general business administration. Examples are the Insurance, Payroll, Maintenance, Library, General Accounting, Budget, and Legal Departments.

The Pharmaceutical and Cosmetic industry is comprehensive, interesting, challenging and continuously progressive. The foregoing discussion, briefly referring to its scope and complexity, indicates career opportunities other than for pharmacists and chemists alone as may be generally pictured. This is evident particularly in the larger of today's institutions.

It is difficult to measure the future growth in store for the industry.

The Cosmetic branch, during 1946, experienced the largest sales in its history. There are those who believe its future growth will not be so great in the immediate future. It may be that some leveling out will occur, however, it is difficult not to visualize continued growth once our economy and that of the world has become more settled.

The Drug branch of the industry has shown a stability during times of depression unmatched by most other, because of the nature of its products and their application. Medical science has advanced rapidly during the past decade, many new drug products immeasurable in their benefit to mankind have been developed, and intensified research carries a high priority.

It is certain that constant change in the industry as a whole has taken place and will continue to so do. Development of new equipment and products will continue to vitally interest all in the industry and those who now or in the future decide to devote their talents to this field of contribution to human welfare.



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SALES PROSPECTS IN ALUMINUM FOR THE GRADUATE ENGINEER



W. S. IDLER, *Personnel Department, Aluminum Company of America, Pittsburgh, Pa.*

In his present position, which he has held for the last ten years, Mr. Idler is responsible for the recruiting of personnel not only for the sales division but also for the technical, research and production departments. In order to accomplish this, he visits the placement bureaus of engineering schools and colleges in all parts of the country, interviewing applicants.

Mr. Idler began his career with Alcoa in the Production Division of the New Kensington plant. He was later transferred to the New York Sales Office where he gained a thorough knowledge of industrial salesmanship.

Mr. Idler received his B.A. Degree in Business Administration from Colgate University.

SUCCESS in finding a career has ceased to be a catch-as-catch-can process by which the "breaks" alone catapult an individual into a job that permits him to utilize his best talents in the most pleasant and profitable way.

Thousands of young men are completing their college careers under the auspices of the "G. I. Bill of Rights" and are becoming available for employment. Competition from his contemporaries requires that each prospective employee approach the task of job-seeking with an extreme amount of care, since the prospects of "job hopping" in an attempt to locate a compatible position are more restricted than in the past.

Each engineer seeking employment is a salesman. He is marketing his inherent talents and capabilities, which have been embellished at considerable cost by sixteen or more years of formal education. In many cases this education has been interrupted by several years of war which has been expensive to the graduate in both time and effort. In searching for a position, therefore, he has a valuable commodity which he must sell to the employer who can offer him the most return on his investment. These returns cannot be valued in dollars and cents alone. Job security, the

opportunity to learn and advance, and pleasure of work and association commensurate with his efforts, must also be considered.

Self-Analysis Important

The graduate's first task is to determine what he has to sell. Such an inventory should include his inclinations, interests, and capabilities, as well as an appraisal of the possibilities presented by the great number of employers with their divergent policies and fields of endeavor. It is important that he analyze his potential employer with as much care as will be exercised by the employer when evaluating him. The importance of the part the graduate will play in his own career depends greatly on the thoughtfulness with which this analysis is made.

In reviewing his education and experience, he should determine what field of work has had the greatest appeal to him. Assuming that industry is his preference rather than the professions, government or education, he then has the problem of determining which type of industry arouses in him the greatest interest. If this analysis reveals that his interest lies in the young and growing light metals industry, rather than in the steel, electrical, automotive or other industries, the graduate should

next determine the type of work that would appeal the most to him within the vast scope of opportunities presented by this field.

It is to the engineer, who after such a methodical analysis has arrived at the conclusion that industrial sales would offer him the most satisfactory outlet for his talents and efforts, that this article is directed in the hope that it will inform him to some extent of the opportunities in the aluminum industry.

The historical growth of aluminum in the family of metals is one of the most amazing stories of modern times. Within a period of sixty years, this versatile metal has grown from a material once used only for trinkets and ornaments into a vastly utilitarian item; the basic price of which has been reduced

from the commercially prohibitive \$8.00 a pound to its present excellent competitive position of \$.14 per pound. This price reduction alone, is evidence of the progressiveness of the industry and indicative of its future commercial possibilities.

The methods used in selling aluminum do not differ materially from those employed in other basic metal fields. Since aluminum is available in multitudinous shapes and forms, the graduate engineer, by virtue of his technical background, is more capable of developing uses for the material and of negotiating with manufacturing customers than is the non-technically educated layman. This does not mean that the door to sales work in the aluminum industry is necessarily closed to the man



A GROUP BEING BRIEFED ON SERVICES RENDERED TO THE FIELD SALESMEN BY THE DEVELOPMENT DIVISION SPECIALISTS

who has majored in Business Administration, Commerce and Finance, or the Arts. When placed in competition with engineering graduates in sales work, however, the man without an engineering background finds himself considerably handicapped, because Purchasing Agents and Product Design Engineers of customers are often extremely interested in technical problems, such as how the metal will behave under a particular set of physical conditions.

Types of Sales Engineering

Two types of sales engineering positions are generally open to engineers who have finished any major course in the field. One type is sales and service engineering. These men are responsible for contacting the customers and working with them in applying aluminum and its alloys to their products. Based in district offices throughout the United States with their activities geographically restricted to that district, they are often also limited to either a certain type of product which they sell or a definite type of customer which they contact. This specialization affords better service to the customer. Most large district sales offices maintain specialists in aluminum castings and forgings, aluminum seals and foil, electrical conductors, powder and pigments for paints, and die castings. Other specialists contact the building trades or the railroad industry, where requirements include a variety of the aluminum shapes produced.

Men entering sales and service engineering are normally recruited by contacts with placement bureaus of engineering schools and colleges throughout the country. Applicants for positions are screened by competent industrial representatives at the schools. Those who appear to be likely prospects for sales work are usually invited to visit the home offices of the employer for a further series of discussions with responsible members of the em-

ployer's sales department. In case the employer feels that the man's attributes can be utilized by his company in the sales field, a job offer is made at this time.

A number of qualities are desired by the aluminum industry in considering a man for sales work. One of the most important factors determining whether or not he will be employed is whether he has an understanding of and a genuine interest in sales work. To do an adequate job of contact and selling, it is more important that he be completely engrossed in his interest in the field. His apparent aggressiveness, personality, and persuasiveness are also particularly noted. Mannerisms and physical appearance take on accentuated importance when a candidate is being considered for such a position, because he will represent his employer to the general public. Interviewers look for his interest in extracurricular activities, for a balanced sense of humor and for ease in expression.

Those interested in industrial sales should consider carefully the value of courses in Public Speaking. Academic grades, while significantly indicative of a man's capabilities and his willingness to work, do not comprise the determining factor in whether or not an engineering graduate is employed.

Since the aluminum industry has a number of large companies in the field with offices throughout the country, it is important that the applicant be somewhat flexible and adjustable in relation to his geographical location. Preferences of location are normally taken into consideration, but it is usually impossible to promise a man that he will be located in any specific section of the country.

Following these interviews, if the candidate accepts the offer of employment, he is then given a comparatively brief training program. At the expense of his employer, he visits several representative plants of his company, observing the manufacturing techniques used in making all the aluminum shapes that he



CANDIDATES EXAMINE VARIOUS SPECIMENS AND SHAPES IN THE DEVELOPMENT DIVISION, EXHIBIT ROOM

might be called upon to sell. During these visits he usually does not perform actual work in the plants, but merely assumes the role of an observer under the close supervision of experienced operating men who are capable of answering his many questions and who guide his investigative thinking. He has the opportunity of visiting sheet mills, foundries, extrusion plants, forge shops, screw machine product plants, powder and pigment mills, research laboratories, wire, rod, and bar mills, foil mills, and numerous other activities within the industry.

At the end of this period of training, he is assigned to a sales office where he is placed under the supervision of an older, experienced salesman. They work together until he absorbs the proper techniques and procedures.

After this training period, the new salesman is then given a specific assignment of customers to service or a geographical area to cover.

Sales Development Engineering

The second type of sales job within the aluminum industry is usually known as sales development engineering. It is the scope of this field to investigate the feasibility of newly suggested uses of the material and to promote these uses should they be found profitable. This, in a sense, is the field of specialists. The architectural or civil engineer finds tremendous outlet for his capabilities in working with architects, constructors, and building supply companies which are investigating the possibility of using aluminum alloys in new applications. The chemical engineer derives im-

mense satisfaction in working with the chemical industry design engineers in applying aluminum to chemical equipment and processes. The same is true of the electrical engineer and the mechanical engineer in their respective fields. These men usually operate from a central position and are available to go out to any part of the country upon a call from the salesman in the field who has experienced technical difficulty in servicing an aluminum application.

These men are selected by the same techniques as those employed in choosing sales engineers. Academic grades and an interest in design work, however, are perhaps of more importance in this field.

The aluminum industry maintains a position in the salary field similar to that held by other basic ferrous and non-ferrous metal producers. Salary is based on conditions surrounding each individual, with consideration being given to age, education, military service, and experience.

Retirement plans and group insurance, wholly or partially financed by the companies, help to assure the sales engineer a financially secure future. Vacation plans of two weeks with pay each year are normal practice.

Advancement within the sales field is usually governed by merit increases in salary based on increased quantity or quality of work within his job, or upon promotion to a job of greater responsibility and prestige. Since most sales organizations within the aluminum industry are coordinated from a central position, the salesman has a wide scope of opportunities. Promotional transfers that permit the young salesman in Los Angeles or San Francisco to be in line for a more responsible job in Chicago or New York Offices, are always in order. This arrangement enables each salesman in the company, regardless of his location, to compete with every other sales-

man in the company for responsible jobs in the Sales Department.

Men trained and experienced in sales work sometimes demonstrate attributes in this field that can be utilized to advantage in other fields within the industry. In such cases, experienced salesmen have been shifted quite effectively into the fields of production, personnel, or finance. This flexibility of purpose precludes the possibility of placing the young engineer within the narrow confines of one activity, and thereby stifling his interest in other phases of the business.

An Expanding Field

Tremendous strides have been made in the growth of the aluminum industry, particularly in the past decade. For example, ten years ago, aluminum, either directly or indirectly, gave employment to about 200,000 persons in the United States. Today, about a million people earn their living either through the manufacture of the metal, or by making products in which aluminum plays an essential part.

Over this same ten-year span, the list of known commercial applications for aluminum has grown from around 2,000 to more than 4,000. Aluminum has become a necessary item in our daily living whether at home, at work or at play. In fact, a brand new 40-pound chunk of aluminum goes to work somewhere for every family in the United States each year.

A metal of commercial obscurity sixty years ago, aluminum today is the number one non-ferrous metal in terms of volumetric production. Stability of employment, versatility of product, excellence of personnel, and progressiveness of policy present challenging opportunities in aluminum sales that the graduate engineer cannot afford to ignore.



Your 100,000 Hours . . .

A young man 25 years of age has just about 100,000 working hours ahead of him before he reaches retirement age. His success in life and much of all that he hopes for depends upon the way he invests those 100,000 hours. Choosing the field in which he is to work and choosing the organization of which he will be a part are two of the most important decisions of his life.

Those who expect to follow professional careers — doctors, lawyers, engineers — usually make their choice fairly early because their education must follow specific lines. Others wait until later.

There are two major decisions which any man must make. First, the type of work he wants to do; second, the organization with which he intends to associate himself.

To reach either decision a man should have the answers to a number of questions. Some about the field, some about the organization. He should be just as much interested in what a particular company has to offer as the company itself is in his own qualifications.

To answer some of those questions about one field . . . Selling . . . and about one company . . . The National Cash Register Company . . . is the purpose of a booklet bearing the title, "Your 100,000 Hours," published by The National Cash Register Company. Send the coupon for your free copy.

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The National Cash Register Company,
Dayton 9, Ohio.

Please send me your free booklet
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DAYTON 9, OHIO

PETROLEUM—PRESENT AND FUTURE



J. I. LAUDERMILK, Assistant Chief Petroleum Engineer,
Socony-Vacuum Oil Co., New York City

Mr. Laudermilk is a former college professor and consulting engineer. Subsequent to graduation from the University of Oklahoma with degrees in mathematics and engineering, he was a petroleum engineer in industry.

A member of the faculty of the University of Texas when entering military service as an army officer in World War II, Major Laudermilk served in the American and European Theaters of Operations, and is a veteran of the battles of the Ardennes, Rhineland, Central Europe and Northern France. He was Military Summary Court Officer of Nordlingen, Germany, with the Army of Occupation following V-E Day.

Returning to civilian life from military service, Mr. Laudermilk was Professor and Head of the Department of Petroleum Engineering, New Mexico School of Mines and Consulting Engineer, until re-entering industry.

ANY young man who is facing the problem of deciding in what field of endeavor he will seek his future will do well to consider both the present and the future opportunities offered by the particular industry in which he plans to work. In these respects the petroleum industry has much to offer desirable, well-trained and ambitious young men.

Developments in 1947 established new high levels in virtually every division. The industry is now embarked on the greatest expansion program in its history. Estimated expenditures for expansion and improvement projects for 1947 and 1948 exceed \$4,000,000,000. Crude oil production is at a peak both in the United States and abroad. Demand for petroleum products now far exceeds war-time requirements, despite a reduction from the maximum in military requirements of more than 1,500,000 barrels daily, which has been made available for civilian and industrial uses. Total demand of petroleum products for 1948 is estimated to be approximately one-third larger than for 1941. Not only has supply-and-demand reached an all time high, but the price of the unit commodity has also increased with a cumulative result that at present the industry is experiencing in all-time record boom. Thus, at the present time the petroleum industry has much to offer one who is contemplating joining this member of our economic society.

And what of the future? Only one gifted with clairvoyance can foresee exactly what the future may have in store, but future trends and influencing factors are discernible. An increased population and an increasingly mechanized civilization will require still greater amounts of petroleum. An increase in oil use of approximately 50% greater than the present rate is forecast during the coming decade. The general economy of the United States has been closely geared to oil for many years and present indications are that this will continue well into time to come. Thus the future, as well as the present, has much to offer the individual who is planning a career in the petroleum industry, and who is willing to prepare himself for that future.

Opportunities in Petroleum Engineering

The petroleum industry is a highly technical one. New processes and methods are rapidly placed in common usage. Management is very conscious of the importance of keeping up-to-date and abreast of new developments in science and engineering. The sums spent in research, both pure and applied, attest to the determination of the industry to meet the challenge of the times with the best answers that modern technology can furnish. At present, several thousand young engineers enter the industry annually. Of these, some 2,000 or 3,000 are trained in specialized courses as

"Petroleum Engineers" in various colleges and universities, while the others are attracted to the industry for various reasons. The scientific nature of the petroleum industry is so pronounced that not only engineers are concerned with the technological developments, but in management, also, a scientific comprehension of these changes and their significance is of ever increasing importance. This trend has been definite in the oil business for many years. Engineering and scientific influences do not stop in the individual departments, but permeate the entire industry from highest management to most remote oil-fields. Therefore, the opportunities in petroleum engineering are largely dependent upon the abilities, training, and personal characteristics of the individual, and one may reasonably expect to go as far as he is personally ready to meet the challenging problems and changing conditions of the present day industrial world.

But a mere statement of these facts, which to some may sound as platitudes, will not answer the questions of young men regarding a future in petroleum engineering, for they will reasonably seek to learn what the requirements are, where to find the best opportunities and what the future may have in store for them.

Requirements

The requirements for petroleum engineering work are not greatly different from those of other scientific and engineering fields. The *minimum* education for the average young man should be a degree from an institution of higher learning. Normally this will be a Bachelor of Science in some branch of engineering (such as petroleum, chemical, mining, mechanical, etc.), or a non-engineering degree in the physical and earth sciences (such as geology). Graduate degrees are beginning to appear more frequently in petroleum engineering and indicate that in the future, increased competition from those having more

advanced academic training may be expected. At the present time, the Bachelor's degree may be considered as the minimum education with which a young man should be equipped if he is not to encounter obstacles in his future work due to educational limitations.

In petroleum engineering, as in all industry, those personal characteristics of sociability, adaptability to new and changing conditions, and a general willingness to be a member of the team and to "get along" with other people are of great importance. These personal characteristics cannot be taught successfully in a class room, but must be developed by the individual in his daily living and working with others. Participation in the extra-curricula activities and social life of the average university, should be encouraged in the student who plans a future career in petroleum engineering. Outstanding success as the "social lion" or "prominent man on the campus" is not implied, nor an undue emphasis upon the lighter side of college life, but rather



OIL WELL DRILLING IN THE GULF OF MEXICO



A CALIFORNIA OIL FIELD

the development of a well-rounded personality which will permit future use of educational training with minimum personality and psychological conflicts.

Where Opportunities Exist

In seeking opportunities in petroleum engineering, perhaps the best advice that can be given is contained in the saying, "Oil is where you find it"; in other words, it will be necessary to go into the regions where petroleum is produced or processed. In the United States the major producing areas, at the present time, are the Mid-Continent, the Gulf Coast and California. The State of Texas produces approximately one-half of the total crude oil production of the United States and

processes a large amount of this. California, Louisiana, Oklahoma, and Kansas follow in importance in production in the order named. These five states produce more than four-fifths of the total production of the nation.

The offices immediately controlling this vast production are located primarily in four "city regions": Tulsa, Oklahoma; Dallas, Fort Worth and Houston, Texas; and Los Angeles, California. Comparatively few young petroleum engineers will work in these cities when they first enter the petroleum industry. Most will work in oil fields in these and neighboring states under the direction of the administration offices located in the previously mentioned cities. Other cities, where an appreciable number of "home offices" are to be found

include Bradford, Pennsylvania; Wichita, Kansas; Oklahoma City, Oklahoma; and San Francisco, California.

Should the individual be unable to visit any of these areas, he will find an excellent opportunity for entering the industry by studying current trade publications and investigating the numerous opportunities being advertised in their "want ads." Some of the more important of these publications are *The Oil and Gas Journal* (published in Tulsa, Oklahoma), *Petroleum Engineer* (published in Dallas, Texas), *World Oil* (published in Houston, Texas), and *World Petroleum* (published in New York City). These magazines, or some of them, will probably be available in university or public libraries.

The Future

The greatly increased demand for petroleum products in years to come will probably be satisfied from three major sources: an unprecedented expansion of the petroleum industry in foreign lands; the development of a synthetic liquid fuels industry capable of producing large amounts of liquid fuels from present sources of solid hydrocarbons such as soil shales, oil sands, and coal; and an expanded petroleum industry within the United States.

The most important of these sources for the next few years will probably be the first one mentioned. Crude production abroad expanded sharply during 1947, with the greatest increase being in Venezuela and the Middle East. Rehabilitation and repair of war damages in the oil fields of the East Indies and Southeastern Asia will tend to restore the importance of the local petroleum industry in these regions of the world. While religious wars and political unrest may cause a sharp curtailment in the Middle East, a peaceful settlement of existing difficulties will result in the greatest expansion in the history of the oil industry in this part of the world.

The creation of a synthetic liquid fuels industry capable of producing large amounts of liquid fuels to augment present petroleum resources has been recommended by governmental and military officials. In case of an "emergency" this can be expected to develop in a manner similar to the synthetic rubber industry during World War II. Establishment of this synthetic liquid fuels industry will be of far greater magnitude than the synthetic rubber industry, and offer greater opportunities for capably trained individuals. Even if future military necessity never occurs, the development of a synthetic liquid fuels industry within, or very closely related to the present petroleum industry, is a logical event for the not-distant future. Scientific, engineering and pilot-plant preparations for this future industry are in a very advanced stage at the present time.

Third, but very important, is the expansion of the domestic American petroleum industry which is now underway at such an accelerated pace. During 1946, nearly two-thirds of the total petroleum production of the world came from the United States. While this percentage value of domestic production may decline during the coming years due to great development abroad, total production in the United States appears certain to increase appreciably.

Commentary

Summarizing, it may be said that a future in petroleum engineering offers great incentive for those who are willing to prepare for it. Immediate financial incentive for a young man is great, as the present starting salary of recent graduates is approximately \$250 to \$275 per month, which is greater than that offered for corresponding positions in most other industries of the country. The present record boom, which the industry is now experiencing, affords extremely favorable opportunities for immediate employment and future prospects appear quite favorable.



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VOCATIONAL EDUCATION SETS THE PACE

HERBERT C. ANDERSON, *Vice Principal,*

Frank Wiggins Trade School, Los Angeles, California

There have been many discussions centered around the problem of whether it is better to give students highly specialized training or a broad liberal education. The author here sets forth the importance of the vocational school in a technical age.

Mr. Anderson has been associated with the Frank Wiggins Trade School for the past sixteen years in capacity of printing teacher, registrar, counselor, administrative assistant, and vice-principal. He received his B.A. Degree at Santa Barbara State College, and his Master's Degree at Claremont College.

Mr. Anderson is a member of Omicron Campus Chapter and Epsilon Field Chapter, Phi Delta Kappa, and is Secretary of the Southern California Association of Directors of Vocational Education.



AN examination of the literature and the oral expression of educators and laymen indicates a tremendous interest in vocational education throughout the nation. At the present time, a study of the total educational structure is being made in Los Angeles to determine the needs for vocational education, the extent to which vocational subjects should be integrated into the various educational levels, and the housing and facilities that will be required to serve a rapidly expanding business and industrial development.

The nation has been made conscious of the effectiveness of vocational education by its participation in the war effort. Millions of civilian workers were trained by vocational education methods to do the skilled work of producing war materiel; thousands of military personnel were trained quickly and effectively by methods borrowed from vocational education. With so many people having been exposed to such educational experiences, it is only natural, with the war's end that they should exert pressure demanding that the services of vocational education be utilized in converting society back to a peace-time basis. Vocational education can do this because it is most sensitive to the needs of modern life; its curriculum is made up of the problems of the living world. It exists because of social demands to keep pace with progress. Tech-

nological inventions, discoveries of science, new processes and materials, rapid transportation, and instant communications are creating such complex problems that only a dynamic system of education will make it possible for society to use and enjoy the fine things it produces.

Vocational education is a modern device for the creation of greater social wealth by undertaking to do things that have been done before in a more efficient manner. Social progress will be made only in proportion to the way in which education equips society to use the tools of production, and make it possible to enjoy the products of its creation. The endpoint of vocational education is to fit an individual to carry on effectively any recognized profitable employment whether pursued for wages or otherwise.

The central theme for vocational education is that training for employment can only come through participation in that employment, using the tools and facilities, engaging in the practices, and sharing the heart-breaks of that employment.

While vocational programs can and are being successfully carried on in high schools along with academic programs, and in junior colleges, the work probably achieves its greatest efficiency in special trade schools set up exclusively for vocational training. Natur-

ally, only school districts embracing large cities or large population centers can afford such luxuries.

The advantage of the special vocational trade school is that its whole organization of administrators, supervisors and teachers are steeped in the philosophy of vocational education. The sole purpose of such a school is to accomplish a definite objective to prepare individuals for trades. The whole organization is made up of teachers who have had years of vocational experience and come directly from the trade. They are all direct from the working world. They keep in constant touch with the activities of the working world. They can go all the way in the educational job they have to do. They know how to do the job in the most effective way. An organization so united in purpose becomes a powerful community asset continually generating ever-widening spheres of influence.

The special vocational trade school has a

definite tie-up with the community that it serves through laymen advisory committees and school coordinators. The training programs are based on the problems growing out of the occupations of the community, and these programs exist only because employing groups have expressed a need for such programs.

Because all training is aimed to prepare students for jobs, there are no hampering academic restrictions placed on them such as prescribed subjects to complete, units to make up, or specific time spent in the classrooms. The student concentrates wholly on acquiring skills and knowledge needed for his trade. He is not hampered by routine formalities, but enjoys the freedom to engage in activities through which he can solve the problems in accordance with his own abilities and aptitudes. The student takes stock of the talents he has and builds on them in accordance with his physical and mental capacity or economic limitations.

Functions of the Employment Office

The employment office of the special vocational school is a vital unit in the organization. It becomes a clearing house in which the occupational patterns of individuals are matched with the skill specification of jobs. The employment coordinator working through the teacher, endeavors to fill each job with the best available qualified student. It does not follow that a student cannot accept employment because he has not completed his course. Regardless of the length of time a student may have been in school, he is expected to go out on a job which the teacher feels he can fill. The job experience is a vital part of the student's training. He comes back to continue his training if the job terminates, or does not prove satisfactory.

The special vocational school has included on its staff, teachers who are specially trained



A MILLINERY STUDENT DESIGNS AND CREATES A HAT TO THE CUSTOMER'S ORDER



ALONG WITH THE PRACTICAL WORK, BAKING STUDENTS LEARN THE TECHNOLOGY OF THE VOCATION

in the art of follow-up students on the job, establishing public relations with employers, gathering occupational information, and making promotional contacts. It is through the coordinators that the school keeps itself geared to the wheels of progress.

The special vocational school, with its whole organization working harmoniously toward one objective, unhampered by academic traditions, provided with the facilities for community contact, placement and follow-up, is in a strategic position to render the kind of education best suited for training individuals to become contented, happy and self-supporting citizens of a democracy.

With such an overview of the functions of the special vocational school, it might be well

to take a look into an institution of this type, the Frank Wiggins Trade High School of Los Angeles. This school is a special school in the Los Angeles City School System. It is now in its twenty-second year during which it has stood the test of prosperous years, survived the depression and recession, rendered outstanding service in war production training, and is now proudly converting displaced war workers and military personnel to peace-time pursuits. It has an enrollment of 2500 full-time students in the day time and 3200 each week in the evenings. Training is provided in the following occupational fields: Aircraft, Art and Drafting, Automotive and Mechanical, Building Operation and Maintenance, Clothing, Cosmetology and Personal Service.

Electrical and Communications, Foods and Printing.

Training Objective

The objective of the training in the Frank Wiggins Trade School, is to help qualified people prepare for a job, hold a job, get a better job, and to believe in their job. It also has to do with the economic, civic, and social well-being of these people. Industrial and social efficiency go hand in hand, therefore, learners must know not only the social values of their vocation, but as well the ethical character of the community in which they must work and live.

Although the Frank Wiggins Trade School is rated as one of the high schools in the Los Angeles City School System, it has been organized as an independent unit expressly for the purpose of training for specific industrial occupations. Students find themselves entirely divorced from educative methods of the traditional high school. Each classroom is set up as a work shop to simulate as nearly as possible, an industrial situation. Students devote all of their time to the work of the trade they are learning, with definite periods set aside for mathematics, science, English, history, drawing, and technical subjects that relate directly to the work at hand.

Only qualified individuals who can profit by the training are admitted. The training leads definitely to job placement. Job placement is a responsibility of the school and Diplomas of Proficiency are issued only to those who prove competent to hold a job in industry for at least six months after being trained.

Reasons for Success

The controlling factor that has made the Trade School a success, and should have special significance to all educators, is that it has been made a community enterprise. Its

curriculum springs from the community needs, its administrators take counsel from community leaders around the conference table, and its personnel keep in close contact with the community at large.

Advisory committees, composed of from five to seven representatives of management and labor, assist the administration in keeping training programs tuned to ever-changing problems of industry so that students may engage in activities that are vital, functional and helpful when they seek employment in the industrial world.

Faculty members, working as coordinators, make it possible for the administration to keep its fingers on the pulse of industry and to become sensitive to technological changes, employer-employee relationships, social and economic trends, and employment conditions.

With the rapid growth of apprenticeship, promoted on national and state levels, the Evening Trade School has become the center for 37 apprenticeship classes with an enrollment of over 2000 persons. Nine special full-time apprentice coordinators will be employed before the end of this school year to promote classes for supplemental and related instruction, prepare instructional material, supervise apprentice activities, and act as educational advisers for the Local Joint Apprenticeship Committees.

An employment service, keeping in touch with employers of the community and the local State Employment Service, complete the service by which trainees ultimately reach their vocational goal. While the major objective of employment service is to do the things that contribute to the placement of trained students, the minor objective is to conduct a part-time employment service for students who seek employment outside of school hours. Eighty per cent of the day school students are employed outside of school hours at miscellaneous occupations.

In a trade training institution that is so closely tied up with the work of the community and is so sensitive to industrial changes, regular text books are not generally available. Therefore, nearly all instructional material used is in the nature of mimeographed teacher-made lesson sheets.

By the use of teacher-made lesson sheets, the instructional material can be made to apply specifically to the training to be done. They can be made to apply to any new machine or process as it comes into use. New methods of doing a job can be incorporated in the curriculum immediately on discovery. Information of many kinds, gleaned from various sources, can be adapted to a particular teaching situation at any time. Instructions issued by manufacturers of new machines and devices can immediately be turned into effective lesson materials. Technical problems in mathematics, science, or any other subject can be handled by teacher-made lesson sheets most effectively because the problems treated can be applied to specific trade situations.

However, supplementing the specific instructional material prepared by the teachers, is an extensive library which contains a collection of trade texts, books on related subjects, guidance information, and trade magazines relating to all of the trades taught in the school.

Counseling and Guidance Service Provided

A counseling and guidance service is provided for those who have problems concerned with making themselves employable. This service is headed by a vocational counselor and a veterans' adviser who may draw upon the experiences of any one of the 75 craftsmen-teachers. Trade teachers must, of necessity, continually keep in touch with what is going on in the industrial world, so this school has available a vast source of reliable informa-

tion that is helpful to those seeking occupational adjustments.

The training is conducted in accordance with the Federal Vocational Education Act in cooperation with the State for the purpose of giving thorough instruction to individuals so that they may be efficiently prepared for profitable employment. Therefore, admission to each class is based on evidence that the individual admitted can and will profit by the instruction, and that such individual possesses the qualifications for employment in the type of work for which training is offered. Interest in learning the trade, coupled with capacities and abilities to carry on, are determining factors. The specifications for entry vary for each trade. Physical fitness, educational background, mental competency, and job personality, as required for each trade, are the principal selection factors.

To enter the school, the applicant must appear in person at the registration office and fill out an application for enrollment for a specific trade. If the class desired is filled at the time, the application is placed on the waiting list. The applicant is notified by mail when there is a vacancy. Before the applicant is admitted, he must have an interview with the teacher who determines his qualifications for entering the class. Enrollment is subject to teacher approval.

In the event the teacher finds that the prospective student does not qualify for the trade desired because of age, physical impairment, lack of educational background, or for other reasons, he is referred to the counselor who endeavors to ascertain what can be done to help him gain the occupational objective in mind, or points the way to some other suitable objective.

Trade preparatory training is offered in 55 different trades comprising some 200 employment levels. Some extension training is offered in the day school for individuals who wish to take brush-up courses to become more efficient

in their present job, or to prepare for advancement or promotion. Opportunities for retaining a new occupation are offered when the individual's best interest can be served that way. The evening school, under a separate administration, provides extension training only, in trades paralleling those of the day school.

The school renders distinct service to the community by cooperating with other secondary schools in providing trade training for maladjusted youth. It also cooperates in a similar manner with agencies doing juvenile corrective work. Assistance is rendered religious, secular, and civic organizations in the guidance and training of youth and others who can be helped through the school's facilities. The school also cooperates with the Veterans Administration in providing training for G. I.'s and Rehabilitation Veterans, and with the State Rehabilitation Department in training and retaining those who through

accident or disease have become physically impaired.

Here then is found in the Frank Wiggins Trade School, an example of a special vocational school operating a program that has successfully weathered 22 years of experiences under various social conditions. It has survived because it has a flexible program that can be adjusted to the needs of the times; a program that can be speeded up, lengthened, shortened, changed or discarded as the needs may be.

Training objectives are clear-cut, leading definitely to occupational competency so that individuals can take their place in society as upright citizens and make a contribution to the industrial development of the community.

As effective as this vocational training program is pointed out to be, it is not to be inferred that it can be set aside from other education. It must be integrated into the whole educational structure. No society can

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happily exist if it is culturally illiterate. The man who is prodded along all day by the pressure of the production line needs to learn to enjoy the beautiful things of life during his leisure time. At the present, these things must be had from other educative institutions in the community. However, it is hoped that in the future, vocational trade schools will be so equipped that young people can be helped to build up an appreciation of the finer things in life that come from an association with music, art, literature and drama; that they will enjoy reading the writings of great poets and will be able to draw inspiration from such works as Van Dyke's sonnet entitled "Work":

"Let me do my work from day to day,
In field or forest, at desk or loom,
In roaring market place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
'This is my work; my blessing, not my
doom;
Of all the world, I am the one by whom
This work can best be done in the right way.'

"Then shall I see it, not too great, nor small.
To suit my spirit and to prove my powers;
Then shall I cheerful greet the labouring
hours.
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best."



West Virginia University

WEST VIRGINIA UNIVERSITY, Morgantown, renders the following services to its seniors and alumni:

- Registers seniors and alumni for placement on standard placement forms.

- Builds condensed personal data sheets for registrants.

- Provides extensive contacts with prospective employers through constantly expanding employer contact file.

- Analyzes market for the University product (graduates) in business, governmental, industrial and other fields; studies employment trends.

- Analyzes occupations and requirements of employers, and gives preplacement guidance to seniors and alumni.

- Studies promotional lines in business and industry, industrial and business internships, and other opportunities for growth and development of graduates after placement.

- Brings personnel men to campus, conducts preliminary negotiations, meets them on arrival and directs them to the colleges where interviews are to be held.

- Gives individual assistance to registrants in writing letters seeking employment interviews.

- Gives personal training to registrants in preparation for interviews.

- Carries on correspondence with personnel departments, contacts personnel men by visits to their offices or by attendance at meetings.

- Engages in study, field work and research to increase efficiency in helping seniors and alumni with their placement problems.

- Maintains file of booklets and bulletins published by corporations as to opportunities for University trained men and women, training courses, policies, requirements, etc.; obtains duplicates for distribution to seniors.

- Maintains file of company magazines and publications from which registrants obtain information as to companies before applying.

- Has cooperative relationships with public and private employment agencies; supplies these with information about graduates, etc.

- Maintains cooperative relationships with interested departments, faculty members and other agencies and individuals able to assist graduates, drop-outs and alumni.

- Receives reports and publications on placement problems and opportunities, employment trends, etc.

- Makes continuous survey of post-war employment problems, trends and possibilities. Every graduating class of West Virginia University represents a heavy investment in tax money in addition to the time of graduates for from 16 to 19 years to get ready for service to the Nation, the State and its business and industries. Returns on the investment of the State, parents and graduates come in proportion to the degree to which graduates are able to find employment where their interests, abilities, training and aptitudes will function best.



The University's Placement Service was established for the purpose of making the University a continuing factor in the lives of its Graduates. Its Divisions include Student Aid, the Student Agencies, the Placement of Seniors at the time of graduation, and the Re-Placement of Graduates in the fields covered by the thirteen Schools of the University.

A well organized free service rendered by the

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P H I L A D E L P H I A

THE LICENSED CUSTOMHOUSE BROKER

MARTIN A. KERNER, *President,*

The New York Customs Brokers Association, New York City

Mr. Kerner has had over thirty years' experience in Customs Brokerage and Foreign Freight Forwarding Field. He is President of both the Heemsoth Kerner Corporation and the New York Customs Brokers Association and is Secretary of the Air Clearance Association.

Born and educated in New York City, he received supplementary education in Traffic Management and Interstate Commerce Law, Foreign Shipping and International Trade.

Mr. Kerner is a member of the Joint Committee of Foreign Freight Forwarding Associations, Commerce & Industry Association of New York, Latin American Chamber of Commerce, Iranian Chamber of Commerce and the United States-German Chamber of Commerce.

LAW and regulation prescribe that in order to obtain a license as a Customhouse Broker, the applicant must be of American citizenship, of good character and reputation and must furnish to the Secretary of the Treasury, satisfactory evidence of his knowledge of Customs Law, regulations and procedure and of his ability to be of service to importers and exporters under the provisions of Section 641 of the Tariff Act of 1930 as amended, and the regulations issued pursuant thereto.

Briefly, this means that the applicant must be well versed in all the provisions of the Tariff Act, (a most comprehensive document in itself) as well as the Customs Regulations which take each section of the Tariff Act and prescribe the regulations which must be observed and the procedure to be followed in each case.

However, when one starts to study the Tariff and Regulations, he finds that various other government divisions have an interest in imports and each of these has its own regulations which must be complied with.

Therefore, it is necessary for a Customs Broker to be well versed in the import requirements of the Food and Drug Administration, Bureau of Animal Industry, Internal Revenue, Post Office, Immigration, Bureau of Entomology and Plant Quarantine, Federal Alcohol Administration and others.

But where does one learn all these things? The nearest approach to a textbook is probably the Custom House Guide which is published yearly and gives a complete tariff together with all regulations in effect up to the date of issue. It is used as a reference book by all brokers and Customs officials.

Some schools, notably the City College of New York and New York University have courses in foreign trade. These courses are invaluable as an aid to obtaining a general knowledge of the subject but unfortunately it is almost impossible to gain sufficient knowledge of the innumerable detailed operations except by experience. Although the profession of Custom House Broker is, in a certain sense, akin to that of law, there has not yet been prescribed any course of education such as is offered to the embryo attorney. Consequently, those who have achieved this goal have done so through the old "School of Experience" and the "College of Hard Knocks."

Shortly after the cessation of hostilities, one corporation undertook the training of a limited number of young veterans under an "On the Job" training program. A resumé of this program, together with the program for training a foreign freight forwarder, is given hereunder.

Job Classification	Training Program—Custom House Broker	Period of Training
1. Messenger—Pick up and deliver documents at railroads, steamship lines, banks, Custom House and other Federal Agencies.		3 mos.
2. Clerk I—Minor clerical operations. Filing, typing simple Customs and other forms from copy.		3 mos.
3. Floor Clerk—Assemble documents for entries. Routine of filing, following and paying entries. Form acquaintance of Customs employees and learn Customs routine.		6 mos.
4. Clerk II—Prepare simple entries such as I. T., T & E from copy and under close supervision.		6 mos.
5. Clerk III—Prepare I. T. and T & E entries under general supervision. Prepare simple Consumption and Free entries from copy and under close supervision. Operation of calculating machines. Introduction to Tariff classifications and rates.		6 mos.
6. Jr. Entry Clerk—Introduction to routine at U. S. Appraiser's Stores. Prepare simple entries independently. Prepare more complicated entries from copy and under close supervision. Further study of tariff rates and classifications. Introduction to import forwarding and to Customs laws and regulations.		6 mos.
7. Entry Clerk—Prepare all forms of Customs entries under general supervision. Complete study of Tariff rates and classification. Introduction to import forwarding from interior points abroad to interior U. S. Learn regulations of Food and Drug Administration, Bureau of Animal Industry, Internal Revenue and other government agencies connected with imports.		6 mos.
8. Sr. Entry Clerk—Prepare all entries independently and supervise entry work of other clerks. Advanced study of Customs law and regulations. Advanced forwarding including combination carloading, cartage, lighterage, storage. Trouble shooting.		6 mos.
9. Learn banking, financing, all forms of insurance. Complete study of Customs law and regulations. Handle complete transactions, in direct contact with clients.		12 mos.
10. Take Federal examination to obtain license as Custom House Broker, as provided in P.P. 641 Tariff Act of 1930 as amended.		

ENGINEERING for LEADERSHIP

Graduates of Electrical and Mechanical Engineering find adequate opportunity for responsible work and advancement in privately owned and operated electric and gas companies.

Philadelphia Electric Company

Supplemental Education

Typing—Theory of Customs Brokerage (Columbia U.)—Advanced business English and Commercial Law.

NOTE: There are over 100 services performed by a Customs Broker for an importer, in connection with Customs alone. There are probably 100 more services performed outside of Customs. Each of these services requires from one to about 25 operations. For this reason the duties to be performed by the trainees are stated in the program in only the most general terms.

The Executive Foreign Freight Forwarder

Job Classification	Period of Training
1. Messenger—Pick up and deliver documents at railroads, steamship lines, banks and consuls. Learn routine and make acquaintances at these places.	3 mos.
2. Clerk I—Minor clerical operations. Filing and typing simple forms from copy.	3 mos.
3. Clerk II—Advanced clerical—Statistical classification. Typing simple forms independently.	6 mos.
4. Jr. Documentary Clerk—Operate Elliott Fisher and Ditto machines. Prepare Ocean Bills of Lading, consular invoices and other shipping documents from copy.	6 mos.
5. Sr. Documentary Clerk—Preparation of above-mentioned documents independently. Simple correspondence and telephone communications with suppliers and carriers.	6 mos.
6. Export Forwarder I—Handle freight bookings, deliveries to steamers, cartage, railroad routing, tracing. Learn trouble spots and how to avoid and correct them. Correspondence with suppliers and clients.	1 year
7. Forwarder II—Introduction to letters of credit—banking procedure and financing, marine, fire and other forms of insurance, ocean freight tariffs, and cost calculations.	1 year
8. Jr. Executive—Handle complete transactions for exporters under close supervision.	1 year
9. Executive—Handle complete transactions independently.	

Supplemental Education

Typing.

Advanced business English and Commercial Law.

Foreign Freight. Forwarding theory at Columbia U. of similar course.

NOTE: This program, because of its executive objective, will not permit definite classification of the trainee in any one job, at any one time, as the trainee, in order to complete his program, must be gradually introduced to all classifications, learning simultaneously the duties of as many of the various operations as he is capable of absorbing.

Since nearly all successful Customs Brokers are, by the nature of their business, compelled to enter the foreign freight forwarding field, the two are almost inseparable.

It will be noticed that, in each case, a minimum of five years training is required; and this is when the employer is pressing to have the trainee reach his goal. Under normal circumstances a much longer period is generally required.

After the training period has been well served, the trainee may make his application for a license. If, after investigation by the Customs Agency Service, he is found to have the necessary qualifications, he is notified to appear before a Board of Examiners to demonstrate his knowledge. The Board of Examiners usually consists of the heads of each of the five principal divisions of Customs at the port of examination. Each of the Examiners is an expert in his own division, and each propounds his own questions for the applicant to answer. The examination is generally oral, stenographically recorded and lasts, on an average, about two hours. The examiners are most courteous in their treatment of applicants but relentless in their searching questions to definitely determine the applicant's ability.

The names of all applicants are publicly posted at the Custom House in their port so that anyone wishing to oppose the licensing may state his reasons to the Collector.

The minutes of the examination are forwarded to the Committee on Enrollment and Disbarment at Washington together with the recommendation of the Examining Committee. The applicant, in due course, is notified either that he has qualified for a license or that his application has been rejected.

After obtaining a license, one has his choice, (very much as in the case of the new attorney) of accepting employment with an established firm of Customs Brokers or of starting an independent practice. This does not mean, however, that his studies are at an end. He

must at all times keep abreast of new Customs Court decisions and new and amended Customs Regulations and, like the attorney-at-law, he must "age and ripen."

If a successful brokerage practice is to be established, a broker must also meet the additional requirements of his clientele. Here, he must be expert in many other fields of endeavor such as packing, trucking, cartage, storage, coopering, weighing, lighterage, domestic and foreign rail transportation, marine and other forms of insurance, ocean transportation, banking financing, and cost accounting. He must keep abreast of current developments in international politics as they affect international trade and be a source of current information as to those laws and regulations of foreign countries which affect exports and imports from and to the United States. He should maintain offices or correspondents in all principal cities of the world.

He is used as a business exchange by domestic and foreign importers seeking new materials and sources of supply and by domestic and foreign exporters seeking new sales outlets for their products. In short, he must be prepared to furnish all services required by an exporter or importer with the sole exception of the actual purchase and sale of merchandise; and even here he must, in certain lines, have some knowledge of markets, prices and conditions, not only for the commercial use of his clients but also because such information is essential in the determination of proper dutiable value.

As his name implies, the basic function of a Customhouse broker is to see his client, and his client's merchandise, safely through the labyrinth of Customs. In order to do this, he must be thoroughly acquainted with every division of government concerned with imports and must know the duties of most of the employees in these divisions. He must know exactly which Customs employee to see in order to accomplish, with a minimum of delay,

each of the multitudinous operations incidental to the clearance of shipments.

It would take a book to describe the operations performed by a Customhouse Broker in the clearance of merchandise since the types of clearances, or "entries" as they are properly known, are numerous and each is peculiar to itself.

Briefly, the most common types of entries and their purpose is as follows:

Consumption Entry Duty Paid

A deposit of the estimated duties due is paid to the Collector on filing of entry and the importer is given delivery of all merchandise not designated for examination. A bond is posted to guarantee, among other things, the payment of any increased or additional duties which may be found due after examination of the designated packages.

Consumption Entry—Free

Similar to Consumption entry Duty Paid except that the merchandise is either conditionally or unconditionally exempt from the assessment of duty.

Warehouse Entry

Dutiable goods are entered for storage in a bonded warehouse under constant Customs Custody for a period not exceeding three years. During this period, all or any part of the shipment may be withdrawn and delivered to the importer upon payment of the duties due on the portion withdrawn by the importer. This has the effect of providing an instalment plan for the payment of duties. Withdrawals may also be made for transportation, exportation and other approved purposes.

Immediate Exportation Entry

Permits the movement within the limits of the port, station of the importing carrier to the pier or station of an export carrier for immediate shipment to a destination outside

the limits of the U. S. without payment of duty.

Transportation and Exportation Entry

This is a combination of the Immediate Transportation and Immediate Exportation Entries.

Withdrawal Entry

The procedure by which goods, originally entered under a Warehouse Entry, are withdrawn.

Vessel Entry

Permits the entry of vessels into a port after compliance with all applicable regulations of all Government Divisions concerned.

Drawback Entry

Duty paid on imported materials, which have been processed or manufactured in an approved manner, may be recovered.

There are many other forms of entry such as Appraisement, Temporary Free, Informal, Permanent Exhibition, etc., but space does not permit a description of all.

Because of his wealth of knowledge and experience and his ability to overcome the technical and physical difficulties encountered in international commerce the Customhouse Broker is one of the most important cogs in the world trade machine.

The Hon. Basil Harris, then Assistant Secretary of the Treasury and Commissioner of Customs, in an address to the National Coun-

Charles S. Leopold
Engineer



213 South Broad Street
Philadelphia

cil of Importers on April 25, 1940, stressed the importance of the Customhouse Brokers to importers in the following manner:

"In addition to making a full disclosure of information at the time of entry and to keeping a weather eye on tariff legislation, another way for importers to avoid customs difficulties is to exercise extreme caution in the selection of customs brokers. Of course it is wholly immaterial to the Bureau whether or not importers choose to employ customs brokers. But when customs brokers are employed by importers, they become such an important cog in the importers' business that importers ought to exercise as much care in their selection as they do in the selection and purchase of the imported merchandise. As you gentlemen know, customs penalties are frequently very high and inattentiveness or incompetency on the part of a customs broker may have very dire consequences in the way of penalties for the importer whom he represents. An inattentive or incompetent customs broker may be the primary cause of the failure of an importer to obtain the payment of a drawback claim. An inattentive or incompetent broker may enter merchandise under an erroneous classification or may fail to challenge an erroneous classification, with the result that the importer may become involved in a demand for redelivery or other difficulty and conceivably might be obliged to pay more duties than are legally due. It is essential then that importers investigate the customs broker that they propose to employ and exercise extreme care in choosing such broker. Once importers have chosen a customs broker it is advisable for them to consult with the broker at frequent

intervals with respect to their importations, since it is only by such frequent consultations that they will be certain that the broker is in possession of all the documents and information that he needs to enter their merchandise properly or to represent them properly in any other dealings which the broker may have on their behalf with customs authorities."

Supreme Court Justice Felix Frankfurter in delivering an opinion of the Court on May 8, 1944, paid tribute to the Licensed Customhouse Broker as follows:

"Apart from the fact that importers cannot always, or even often, make entries in person, the procedure makes demands on skill and experience. The specialist in these services is the Customhouse Broker.

"The competence of the broker also bears on the efficient collection of customs duties in that the likelihood of additional assessment or refund after final determination of the duty is greatly lessened by accuracy in the tentative computation.

"The business of Customhouse Brokers, it is apparent, demands a sense of responsibility and skill. To protect importers as well as the Treasury, Congress has authorized the Secretary of the Treasury to prescribe rules and regulations governing the licensing as Customhouse Brokers of citizens of the U. S. of good moral character."

It is thus apparent that the licensed Customhouse Broker is not only essential to world trade but also acts in a quasi-official capacity to protect the Treasury. Many a false or fraudulent transaction is prevented by the licensed broker's refusal to handle it.



EMPLOYEE INTERVIEWS RECORDED

TYPICAL of a new method of conducting employee interviews is that used by the Van Norman Company, Springfield, Mass. The interview is transcribed on a recording machine so that there can be no question afterwards as to what was or was not said.

The recording machine is placed in front of the interviewee, and he is informed that the conversation is being recorded.

Leo F. Hundercup, first vice-president of Van Norman, declares: "We feel that this method of interviewing is definitely superior as it detracts nothing from the personal interview and yet it makes the average man realize that a permanent record which cannot be faked will always be in our files."

Dun's Review 12/47

CAREERS IN HOTELKEEPING

H. B. MEEK, *In Charge of Hotel Courses,*
Cornell University, Ithaca, N. Y.

HOTELKEEPING is unquestionably one of the most fascinating of careers. Many are attracted to it. Few, once in it, ever leave it.

Why should this be so? Is it perhaps because the study most interesting to humans is humanity? The exciting feature of hotel-keeping is the continuous contact with the traveling public.

In the great metropolitan caravansaries, there is an unending stream of guests. Guests from points reached as readily to the east as to the west. The impersonation of John Bull with his short reddish mustache, his tightly buttoned shirt, his loosely yet precisely fitted suit, and his closed umbrella, will stand in line at the desk behind a tall imperturbable mariner whose clipped blonde curls and cool deep blue eyes connote the fiords of the land of the midnight sun. He in turn will very likely be followed by a group of swarthy gesticulators whose Portuguese sounds less like Lisbon than Rio, and maybe beyond them the clerk at the desk catches glimpses of turbans and sarongs.

When the bellboy goes to the elevator, he may very likely be carrying matched pieces of American-made airplane luggage, but he's just as likely to have a brief case of leather tooled in Florence, a sailor's canvas duffle bag, an overgrown bamboo basket held together with the Oriental's characteristic double-thong tie, or just a Sikh's bedding roll.

In the smaller town, the guest is likely to run more truly to form. Typically, he's the alert aggressive indigenous "commercial man" the high-gear salesman or his lowlier counterpart, the order-taker, or perhaps he's a "manufacturer's representative" or "account executive." His personal baggage will not be heavy, a couple of shirts, pajamas and toilet kit. His bag will conform to one of the three standard types accepted by his guild. But he

may also have three tremendous trunks of samples, boots or bottles, lithographs or lamps, or a thick brief case bulging with lead-like catalogs, price lists, discount tables, flamboyant brochures, or maybe even two bottles of Scotch for a favored customer.

Even the most stereotyped commercial hotel where nearly every guest is an old repeater, where they're all calling on practically the same trade, still presents its varieties of personalities, the smilingly cheerful "clubbies" who overflow their clothes and revel in good food and good companionship; the long thin "grouchies" cast in Cassius' mold of leanness and hunger whose mail is always missing and whose mattresses seem always to be lumpy; the urbane, the crude, the stuffy, the glamorous, they are all there. And each has in the fact of the presence of his opposite a foil.

Hotel Worker Has Varied Duties

In contrast to the production worker who toils unendingly at the same machine tool, the hotel worker in almost any post has varied duties, varied routines, varied contacts. Pressure for payroll economics is leading to work simplification and work standardization, but there are just too many differences among 500 hotel rooms, among 500 guests, or among 500 tomatoes for their salads to permit the rote routine of general production industry. Not even the "pot walloper" will find every kettle blackened alike. Always there is the opportunity for an individual approach to the task in hand. Always the worker has some decisions he can and must make for himself.

So fascinating is their work in fact, that hotel people tend to disregard their long hours. For it is true that their hours are long, fifty and sixty-hour weeks, seven day weeks, are still common.

And the hours on many jobs are also irregu-

lar. The "split" shift requiring the worker's presence on the job the morning and evening of one day, and the afternoon of the next, leaves times off to come on alternate days. It prevents regular weekly attendance at anything, evening school, choir practice, or poker sessions.

The pay, too, has not been high. Sometimes meals or meals and room are included in the compensation. And sometimes neither of them has been satisfactory. Sometimes the moral atmosphere has been unfavorable. But the modern trend is very definitely toward the improvement of working conditions, of hours and of pay. The split shift is disappearing, with more normal hours and better pay and a better control of the sale of alcohol, a better class of worker is now attracted.

Labor economists and vocational guidance officers have recognized that with increased man-hours productivity of both farm and factory, more and more workers must find places in the service industry. Under modern conditions, attractive working conditions combine with the intrinsic glamour and fascination of hotel work to make the field worthy of investigation at least by those for whom variety is the chief spice of life.

For those to whom the five-day week is important, some special kinds of work closely related to the public housing and feeding business are open, such as work in downtown restaurants catering to office workers, work in industrial in-plant feeding operations catering to factory workers. Those who feel the call to devote their lives to the more unselfish types of fellow service can find outlets in the operation of YMCA "hotels," youth hostels, schools, hospitals, and other institutions.

What is the volume of opportunity? The United States Census Bureau reported that in 1930, America had about 29,000 hotels, a million and a half hotel rooms, and about 350,000 hotel employees. With shorter hours and greater volume, probably 500,000 hotel

jobs are potentially open. Many of these jobs are held today by folks with very limited schooling. Even the top ranks are well sprinkled with self-made, self-educated, men and women. Among them will be found the type of man whose only visit to a high school has been to attend his daughter's graduation, yet who is surprisingly well read, who is thoroughly abreast of the cultural stream, who knows personally the day's great actors, painters and musicians and their work, men who can quote Burns or Shakespeare at the drop of a hat, men who can preside at a post-prandial function with as much apparent erudition as some college presidents, and with considerably more humor and sparkle than many. Their citations may be faulty, their humor earthy, but they have lived their lives with the people that count, and lived them alertly, appreciatively, understandingly.

Hotelkeeping—A Highly Complex Activity

But hotelkeeping has changed in recent years. It is a highly complex activity. Successful hotel operation today requires not only a general understanding but a sound fundamental knowledge of the basic sciences, physics, biology, bacteriology, chemistry, and especially psychology, and may of their multifarious applications. The leader of the enterprise can readily exploit the gleanings of four years of specialized college work. His assistants can use high school education and more.

With improvement in accounting controls, and the development of comparable uniform accounts, the success or failure of the manager is readily measured by financial interests. The hotel men of the not-too-distant future will need to know "his onions" not only in a very literal sense, but also in all the connotations of that phrase.

Training for the upper hotel administrative positions was first offered on the college level in 1922, at Boston University and at Cornell University, with Cornell's the first four-year

bachelor's degree program. In 1927, Michigan State followed. Now some eight or nine colleges offer hotel and restaurant courses.

The graduates have been well received. The Cornell Society of Hotelmen found for instance, in 1941, that 75% of its members were in the field for which they were trained, that the average employment was never less than 95% even in the worst depression days of the thirties, and that the average salary, ten years out of college was 2.8 times, fifteen years out 3.6 times, the average beginning salary (then about \$1600 a year, now more nearly \$2400 to \$3000).

For the college graduate with liberal arts or business administration background opportunities are good, but even for them, a year or two of specialized training yields substantial dividends. About one third of recent admissions to the Cornell program have been college graduates or advanced college students.

Training for employees at the level of the department head and below has lagged. Cornell's program of refresher courses, one and two-week unit courses offered in the summer months to active hotel, restaurant, hospital and other institution workers, has been virtually unique. With the recent impetus to vocational education, however, training programs of many sorts have sprung up. Eleven public trade schools, four private schools and a number of on-the-job training programs are listed.

The International Stewards Association (membership largely in the "back of the house") and the Hotel Greeters of America (membership largely in the front office) have had modest training programs for their memberships and have provided scholarships to Cornell students, four-year and summer school. The Greeters are about to embark on very elaborate programs of education both vocational and general to be offered all hotel workers in or out of their memberships.

To coordinate the above mentioned activi-

ties, a Council on Hotel and Restaurant Education has been established, largely at the instigation of Paul F. Muellet of the Broadway-Edison Technical School, Seattle, under the sponsorship of the American Hotel Association and the National Restaurant Association.

The Council has brought together representatives of the various projects for counsel and exchange of information. It has set up standards for institutions at the college level and is working on standards for the other projects. It will tend to improve and to publicize the various offerings.

Personality Only One Prerequisite for Success

The range of activity in hotel operation is so wide that opportunity is presented for exploitation of almost any talent or combination of talents. A popular understanding, of course, is that the prime, perhaps the only, prerequisite for success in hotel work is what

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MODERN KITCHENS RESULT IN GREATER EFFICIENCY IN FOOD PREPARATION

is sometimes called personality, skill in getting along with people, an ability always to be pleasant, however difficult the circumstance, judgment to know when to praise and when to criticize and how, subtlety enough to know when a cheery back-slap or a dignified greeting will best fit the situation.

To be sure, a great many jobs in hotel work are "contact" jobs, jobs that bring the worker into direct and frequent contact with the customer or guest. For them, ease and graciousness of manner is indispensable. But, for that matter, almost any job anywhere requires adjustment to the temperament of fellow workers at least. A good personality is valuable to anyone but a light-house keeper. So the front

office is not the only outlet for the lad with a good disposition.

A great area which is still relatively undeveloped by the trained worker is the food field. Under modern conditions, the raw material of most production lines is amenable to high standardization. But the raw product of the kitchen comes from the farm rather than from the mine, forest, or previous factory, so they are rarely standardized. To be sure, poultry dealers are ready to deliver (at a premium, of course) boxes of 24-ounce chickens so much alike that they appear to have been cast from the identical mold and weigh alike within very small margins. Even the wholesale fisherman can sometimes provide a

row of mackerel to be lined up on a service tray with every stripe and speckle virtually identical. This degree of standardization is unusual, and yet even with them, the individual differences of moisture content or of fat content, or variations in the gas pressure at the oven, or the timing of the service, continue to be such that automatic cookery is still a dream. The great bulk of the raw food delivered to the kitchen is highly varied as to size, weight, ripeness, texture, dryness, freshness, fatness, and color. So, in the kitchen there has to be someone who really knows food.

Despite efforts at standardization, food containers, crates, baskets, birkens, boxes, barrels, and bags are highly heterogeneous. The weight, the volume, the count of their contents varies not only from product to product, but from grower to grower or at least from growing area to growing area.

Food products are not only variable from unit to unit. They are prone to be highly perishable. They are attractive to the hungry and light-fingered. Beverages are expensive and volatile in more senses than one. Therefore, the problems of inventory control, of cost estimates become intricate compared to those of general manufacture.

Good Food Production Men in Demand

A good food production man therefore, must know well the sources of raw food products, must know the characteristics, the seas-

ons, the packing and shipping practices of each producing area and its products. The good food production man must know the tastes and purses of his clientele, must know how to buy the raw product, must know how to have it processed, must know how to market it, and must know how to control it to protect it against loss through dishonesty, through storage, deterioration, through spoilage in cooking. Above all, he must know how to get along with his salesmen and suppliers, with his cooks and other kitchen and pantry folk, with his waiters and servitors, and finally with his customers.

The difference as it is reflected in the financial statement between skilled and unskilled direction of a large volume restaurant operation is literally terrific. Consequently, a really good food man can almost write his own contract.

For the college man with habitually good personal relations, the study of food and food production can open an interesting area of professional activities. For the trained woman, too, the opportunities in food work are also excellent though more limited.

For women, however, the great opportunity in hotel work is in the housekeeping department. The head housekeeper may buy all furniture, linen, and house supplies, she supervises the work of chamber maids, bath maids, and parlor maids, of housemen, carpenters, and painters, and other craftsmen. The job



CONTINENTAL AMERICAN LIFE INSURANCE COMPANY WILMINGTON • DELAWARE

is a responsible one. It pays well and provides good living arrangements.

Traditionally, the head housekeeper, executive housekeeper, as she is called in large hotels, reaches her position through long years of apprenticeships. First a maid, then a linen room woman, then perhaps an inspectress, then a floor housekeeper, a night housekeeper or an assistant housekeeper, and finally department head.

These women have done and are doing a remarkable job with sometimes rather limited background. Increasingly, however, alert management is realizing the need for formally educated personnel in the housekeeping department with background based on fundamental scientific training as well as on experience. Currently, a number of large hotels and a few large hotel chains are earnestly interested in potentially outstanding housekeepers, women who have good presence and appearance, women who have been willing to go through a minimum, at least, of the apprenticeships, women who know hotel operation in the large, some accounting, some economics, some engineering, some food production; women who have cultural background.

Still another field for both men and women is in accounting, accounts, analysis, and systems. The person who has a solid knowledge of the special features of hotel account-

ing, room income control, food and beverage cost and control, as well as of general accounting, and who has personality enough to get along in an organization is greatly in demand.

Cornell graduates have also exploited their sales training by setting up advertising agencies specializing in hotel accounts. Others by their training in engineering subjects have made highly successful specialties of the physical and engineering problems of hotel operation, building maintenance; heating, lighting, air conditioning; the selection, layout, and maintenance of kitchen and general equipment.

For the person who wishes sometime to be his own boss, who has in hand or in sight even a modest fund for investment, the hotel and the restaurant business both offer attractions. These service industries are open to the small operator and on attractive terms. The competition is severe, but for the well-qualified hardworker, the opportunities are excellent. But no one should essay ownership operation of a hotel or restaurant without substantial experience at least, and if possible adequate specialized training as well.

In short, the hotel industry and its sister, the restaurant industry, offer a variety of appealing opportunities for capable young people; interesting work, rewarding work. But success generally requires sustained effort and sound preparation.



YALE SCHOLARSHIPS FOR EMPLOYEES' SONS

THE Fafnir Bearing Company, New Britain, Conn., has announced annual scholarships to Yale University for sons of employees—present, retired or deceased. Each scholarship is valued at up to \$1,000 a year and is to be used toward the expenses of the recipient in one of five engineering courses. One scholarship will be awarded annually to a student entering the Yale freshman class, and he will be eligible for annual renewals, thus making the maximum value of each scholarship \$4,000. The exact amount of each scholarship or renewal will depend on the financial need of the successful candidate as determined by the Yale committee on scholarships (top limit \$1,000 a year).

—Notes and Quotes (Connecticut General Life Insurance Company) 12/47

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EMPHASIZING THE BUSINESS PLACEMENT FUNCTION



JOHN E. STEELE, *Associate Director,*

*Bureau of Personnel Relations and Placement,
Indiana University, Bloomington, Indiana*

Mr. Steele's varied experience in industrial, governmental and university personnel work includes several years with the Carnegie-Illinois Steel Corporation in various capacities dealing with construction, maintenance, production and industrial relations work.

Following this he worked for the Indiana State Personnel Division on the construction, administration, and scoring of civil service examinations; assisting in the administration of the merit rating and job classification programs.

Mr. Steele then spent two years with the National War Labor Board as Chief Classification Officer involving responsibility for the installation and administration of the job evaluation and group insurance programs.

Mr. Steele also teaches courses in the field of Personnel Management at Indiana University from which he received both his B.S. and M.B.A. Degrees.

History

INDIANA UNIVERSITY was established in 1820 in Bloomington, Indiana. The University currently maintains three separate placement offices, having the following functions: One deals entirely with the placement of teachers and is called the Bureau of Teacher Recommendations; another assists graduates who wish to make their career in government service, and is called the Institute of Training for Public Service; the third provides assistance to students and alumni who are interested in opportunities with business firms, and is called the Bureau of Personnel Relations and Placement.

The need for emphasizing the business placement function was recognized in 1935 when President Herman B. Wells, then Dean of the School of Business, instituted a Placement Office for graduates of the School of Business. In 1946 the services of this office were broadened to include assistance to graduates of all schools in the University who wished to make their careers with employers in the business world, thus making this Bureau the central placement office for all business placement services.

Objectives

The primary objectives of the Indiana Uni-

versity Bureau of Personnel Relations and Placement are:

1. To serve business firms of Indiana, the Middle West and the East by recommending to them men and women qualified for their personnel requirements.
2. To assist graduates of Indiana University in their efforts to find their proper vocations and secure business positions in the fields of their interests, abilities and college preparation.
3. To facilitate the placement work of the administration and faculty of Indiana University by cooperating with them in placement matters.
4. To assist the administration and faculty in their program of curriculum building and instruction by keeping them informed concerning what business seeks in the college graduate.

Functions

The primary functions of the Bureau of Personnel Relations and Placement are:

1. To register and give guidance, business vocational information, and assistance in placing graduates of the University in the most desirable business positions for which they are qualified.

2. To foster and improve relations with employers and the public.

3. To establish and maintain accurate records on graduate placement, opportunities with business firms, and placement results.

4. To give such assistance to the administration and faculty as they may request.

Organization

The chief executive in the Bureau of Personnel Relations and Placement is Professor John F. Mee who assumes primary responsibility for personnel relations with business firms, the faculty and administrative officials of the University, alumni and students.

The Director and Associate Director formulate the policies for the entire Bureau, and the latter then assumes primary responsibility for all placement operations. This includes making the necessary arrangements with business firms, with faculty members, and with graduates to facilitate the exchange of information about positions and qualifications of candidates for those positions; scheduling specific dates for visitations and also individual interviews on the campus; providing references on graduates; and similar services which enable this Bureau to operate as a clearing agency between business firms which desire college trained personnel and graduates of Indiana University who wish to obtain business positions in their fields of interest, education, preparation and experience.

Location

In order to facilitate the use of the Bureau by students, alumni, and representatives of business firms, the Bureau of Personnel Relations and Placement is located on the first floor of the Business & Economics Building, in Rooms 109 and 110. This building is centrally located on the campus and is easily accessible to visitors.

In this location three separate interviewing rooms are provided to facilitate the discus-

sions between representatives of business firms and graduates who are candidates for the openings in those firms. When firms are seeking only technically trained personnel such as Chemists, Physicists, etc., arrangements are made to have the interviews conducted in the building in which the faculty for that scientific field is located.

Aids to Effective Placement

To provide maximum assistance to employers and graduates, the Bureau of Personnel Relations and Placement maintains several aids, among which the following are considered to be the most important.

1. *Personal Adjustment to Business course.* This course is required for all School of Business graduates and also for graduates of other schools in the University who desire to utilize the facilities of this placement office. It is a one-hour course and is taught by the Associate Director of the Bureau during the first semester of each school year only (Indiana University operates on a two-semester-per-school-year basis).

In this course emphasis is placed on (a) the proper method for planning a campaign to obtain the right job with the right employer, (b) the techniques of writing effective application letters and/or portfolios, (c) the preparation needed for an interview, (d) the proper conduct during an interview, (e) the follow-up, acceptance, and rejection letters, and (f) the initial conduct on the job.

We feel that this course has done more than any other media used to enable our graduates to prepare effectively for all interviews, and also to save the time of the business representatives and thus make their visits to the campus as profitable as possible.

2. *Vocational File.* This file contains literature pertaining to various occupations and to various fields in the business world. Graduates can ascertain the different types of positions available in various fields and also

learn the requirements and opportunities for advancement in specific occupations.

3. *Placement File.* This is a special file maintained for the purpose of providing graduates with information regarding employers. It contains pamphlets, handbooks, manuals, and other literature sent by employers to give information concerning their method of operations, the nature of their products or services, history and organization of their firms, etc. This information greatly facilitates the interview since each graduate is required to read the data in the employer's file prior to the interview itself.

Placement Procedure

Our placement procedure consists of several parts. The first part is the screening process, the second part comprises the interview arrangements, and the third part consists of the follow-up and closing action.

A. *Screening Process.* Our screening is broken down into three steps as follows:

1. Learn all we can about each student who will be graduating. This includes getting acquainted as well as possible with each student, ascertaining his interests and ambitions, providing placement counselling, and learning what faculty members think of various traits deemed to be of importance to employers.

2. Learn all we can about the employer. This includes getting all the literature possible regarding the firm; ascertaining what qualifications are required for various positions, the type of positions currently open, and what type of graduates were most successful with the firm; learning how each company operates through discussions with representatives and visits to the employer's place of business, etc.

3. On the basis of the needs and wants of the employer and the desires and qualifications of the graduates, we attempt to match the two to the best degree possible. We adhere very strictly to the requirements stated by each employer and arrange interviews for

only those students who definitely meet such requirements.

B. *Interview Arrangements.* A definite day (or days) is scheduled for the visit of each employer desiring to interview the next group of graduates. An interview schedule is then made up according to the wishes of the representatives who will be visiting the campus, so that he can be assured of having the amount of time he feels necessary for talking with each candidate.

This schedule is then typed up according to the appointments made and a copy is given to everyone concerned. The placement file giving information about each graduate is then attached to the interview schedule in the order of the appointments so that the representative will have as much information as possible about the graduates with whom he will talk during the day.

At the end of the day's interviewing, the Associate Director discusses with the employer's representative the men or women interviewed. Additional information is given to complete the data required on each candidate, an appraisal of each graduate is obtained from the employer's representative, and instructions are noted for follow-up purposes.

C. *Follow-up and Closing Action.* The follow-up action depends on what the employer wishes to do to consider further the qualifications of the graduates interviewed. This may take the form of contacting the graduates in whom the employer has expressed an interest and arranging for them to visit the employer's place of business; it may call for further interviews with the graduates to ascertain their reactions to the opportunity with each employer; it may call for writing up additional data on students or instructing the graduates to send additional data to the employer, etc.

The closing action includes getting the graduate to give a definite answer to the employer and then recording his decision in the placement file for that graduate. Once a

graduate has accepted an offer, he is not permitted any further interviews on the campus.

Forms Used

Because of the number of requests received from various universities and colleges regarding our placement services, it may be desirable to include a summarization of the forms we use to expedite placement.

1. *Statement of Functions and Services.* At the beginning of the school year we give the students who will complete their work during the next school year a statement of the Functions and Services of the Bureau.

2. *Registration Record.* For those students who are interested in obtaining assistance from the Placement Bureau, we obtain information necessary for placement purposes by having the next year's graduates complete a Placement Registration Record.

3. *Graduate Registration Record.* For those students working on advanced degrees, we have a special registration form giving a different type of information.

4. *Rating Scales.* Each graduate is then given at least two copies of a rating scale which are passed on to two or more faculty members, including the faculty advisor, who are best acquainted with the student's abilities. These forms are returned by the faculty members directly to the Bureau and are then added to the placement file on the individual student.

We have found that representatives of employers rely on the personal appraisal of each student to a considerable extent, and we are planning to improve the rating scale this coming school year.

5. *Personal Data Sheet.* The next step is the personal data sheet which is completed by graduates to facilitate setting up the type for making Personal Data Cards. Instructions and a "sample completed form" are provided each student desiring this service.

6. *Personal Data Cards.* These cards give a summary of the qualifications of each graduate and also a photograph. They are used by representatives of employers to jot down their notes during interviews and also to serve as a reminder of each graduate's qualifications. They are used by the students as part of a campaign in writing to different firms to apply for a job; by enclosing a card the student has a uniform method of applying and presenting his data, and is also spared the trouble of repeating his qualifications for each prospective employer.

7. *Placement Bulletin.* The type set up for the personnel data cards is then used to compile the qualifications of graduates into a Placement Bulletin (see Exhibit G). This Bulletin is issued annually and is forwarded to various employers throughout the country who have expressed an interest in Indiana University graduates.

Alumni Placement Services

This Bureau also maintains a placement service for former graduates who are interested in making a change. As they inform us of such intentions, the information regarding the qualifications and interests of each alumnus is briefed on a 3 x 5 card and filed in a handy reference file. Whenever an opportunity comes to our attention which matches or approximates the data in our alumni place-

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ment file, the employer is informed of the alumni who are available and qualified, and each alumnus is informed regarding the position available.

Since the alumni are usually located quite a distance from Bloomington, most of the alumni placement work is done through correspondence. Interviews are arranged between the alumnus and the employer directly, with whatever assistance and follow-up is needed on the part of the Bureau.

The policy of this Bureau is to avoid sending any leads to a graduate once he is placed. However, if the graduate writes in and informs us of his intention to leave his present employer, then we provide appropriate employment leads. In the long run we believe this policy will work to the mutual advantage of employers, graduates, and Indiana University.

Other Services and Comments

In addition to the services described above, the Bureau of Personnel Relations and Placement performs a variety of related placement services such as providing information for reference and bonding purposes, administering tests for employers, participating in surveys to ascertain the prevailing salary rates being paid to college graduates, advising employers of the results of such surveys, issuing a placement report on each group of graduates, etc.

Throughout all our placement operations, we try to give the kind of personal service to each person which results in good personnel relations. To continue improving our business placement services, we continually ask and welcome suggestions from students, alumni, faculty members, and representatives of employers.



A. A. A. A. EXAMINATION RESULTS

ACCORDING to a report made recently at a meeting of the Twin City Chapter of The American Association of Advertising Agencies by Mr. J. C. Cornelius, Chairman of the Board, 2 out of every 5 of the aspirants who took the A. A. A. A. Examination last June were rated "good" or "excellent" on the knowledge tests they chose to take. 3 out of 4 media candidates had good grounding in their field, while only 1 in 5 applicants knew his way around in contact, plans and merchandizing. In general, however, about 40% of the applicants had a good knowledge of the areas of advertising work on which they chose to be examined.

In the field of aptitudes the test brought out some particularly interesting facts. Only about 1 candidate in 5 rated "good" or "excellent" as to aptitude for any one of the 7 divisions of agency work, from contact-plans-merchandizing through layout and art. This suggests that only about 20% of the people attempting to get into any particular phase of the agency business have enough aptitude for it to make them desirable risks.

If someone with both knowledge and aptitude is sought, the odds are longer—somewhere around one chance in 6 or 7. These figures do not take into account the fact that a number of applicants were also found to be poor "emotional" risks for the jobs which they sought.

LIBERAL EDUCATION VS. VOCATIONAL TRAINING

EDWARD J. STEPHENSON, *St. Joseph's College,
Philadelphia, Pa.*

THAT debating can provide worthwhile entertainment, impart valuable information, and promote good will was proved quite cogently at the recent international debate between The Union Society of Oxford University and the Villiger Debating Society of Saint Joseph's College.

On the cold snowy evening of January 13th, 1200 people made their way to Town Hall in Philadelphia to hear the battle of ideas between the local debaters and the men from England. And they were not disappointed. On the contrary, they were charmed; they were delighted; they were impressed. For more than two hours they sat and listened to twists of phrase that evoked congenial laughter, and to sound arguments that provoked personal thought and reflection.

Oxford had sent three skillful debaters: The Honorable Anthony Neill Wedgewood Benn, B. A. in Philosophy, Politics and Economics and candidate for Parliament; Sir Edward C. Guernsey Boyle, Baronet, Librarian of The Oxford Union; and Mr. David Kenneth Harris, dramatic Critic and Literary Editor of the Oxford University Magazine, "Isis."

The Villiger Debating Society, active in national forensics, since its establishment in 1907, in honor of the Reverend Burchard Villiger S. J., was represented in its first international debate by Edward H. Devine, Jr., former reconnaissance pilot with the Marine Corps; John A. Galbally, Vice President of the class of '49 and member of the Cap and Bells Dramatic Society; and John Rogers Carroll, Senior Delegate from St. Joseph's to the National Federation of Catholic College Students.

The affirmative of the proposition, "Resolved: that the workings of a modern democracy demand a Liberal rather than a Vocational education" was in the hands of the Villi-

ger Debating Society. The Union Society presented the negative case.

The affirmative argued that a democracy is a going concern, that grew out of the past and is moving toward the future. Therefore education will function most effectively in a democratic state if it deals directly with current problems, makes wise use of the past, and adjusts itself to the future. In striving for common goals it must respect individual differences, it must embody the principle of diversity in unity. Education in a democratic society must know where it is going, it must be sure of its aims.

The aims of education in a modern democracy as stated in a recent report of the President's Commission on higher education are: "A fuller realization of democracy in every phase of living, the promotion of international understanding and cooperation, and the application of trained intelligence to the solution of cultural and economic problems." The affirmative argued that these demands can be met only in the study of the Liberal Arts. In Philosophy one studies the nature of man, man's position in society, man's relation to God, his rights, the source of his rights, the legitimate means of safeguarding his rights, his obligations to himself, to his fellow man, and to society. In the social sciences he studies the workings of government in general, and the workings of democracy in particular. Literature gives him an understanding of human nature, a knowledge of and a sympathy with the peoples of all nations, of all times; thus is he taken out of the narrow confines of his own experience, thus is he freed from prejudice, racial and religious, freed from provincialism, nationalism; thus does he become a true citizen of a nation which is part of a world. The affirmative argued further that a vocational education, an education

whose object is the training of technicians and craftsmen, whose scheme of education is designed to fit men for chemistry, textiles, engineering etc., whose aims are related solely to the needs of an individual and an individual industry cannot meet those demands.

The negative presented a very practical case. Oxford argued that a realistic facing of the problem demanded that we ask ourselves, Whom can we educate? How many can we educate? For how long a time can we educate them? How much can we afford to spend on education at the present time? At a time when production is essential to the health of the national economy, when the demand is for technicians, craftsmen, laborers, a democracy would be foolish to gear its education to a study of the purely humane sciences.

But the Oxford debaters did more than present a series of practical arguments. The

superb showmanship of Mr. Harris constantly delighted the audience. His wit, his skill in turning a phrase proved him to be a loyal advocate and a skillful user of the Union Society's motto: "An epigram outweighs the Encyclopedia."

When the last rebuttal speech was ended, the audience waited expectantly while the judges studied their scores and prepared their ballots. The split decision was announced to the eager listeners by U. S. Senator Francis J. Myers, Honorary Chairman of the debate. The judges, Reverend William J. Krupa O. S. A. of Villanova College, Mr. W. P. N. Edwards, Chief of the British Embassy Information Services, and the Honorable James P. McGranery, judge of the Federal District Court, Philadelphia had voted two to one in favor of Oxford.



NEWS COMMENTS

American Library Association

More libraries will loan informational films to community groups as a result of the film advisory service established by the AMERICAN LIBRARY ASSOCIATION, Chicago, Illinois, under a grant from the Carnegie Corporation of New York. Mrs. Patricia Blair, former Director of the Film Bureau, Cleveland Public Library, has been appointed Adviser on Film Service through libraries and has started work at Association Headquarters.

At present, between 75 and 100 libraries in the United States and Canada loan informational films to service clubs, women's groups, discussion forums, and adult classes. Many other libraries have expressed interest in adding films to their collections and in increasing use of films as supplements to book materials.

Mrs. Blair will advise libraries on problems of establishing and developing film services through correspondence and field trips, and will set up a clearing house of information on films. A graduate of Western Reserve University, Mrs. Blair has been a mem-

ber of the Board of Directors of the Educational Film Library Association of America for the past three years.

California Institute of Technology

Following is a partial listing of circulars published by the Industrial Relations Section of the California Institute of Technology.

"Adjustment of Wage Scale During Life of Contract"—Mary Hoag.

"Skill"—Anne Bezanson.

"Selected Reading List on Wage Incentives"—E. P. Hollywood.

"Collective Bargaining for Engineers"—Waldo E. Fisher.

"Selected Reading List on Industrial Relations for Supervisors".

"Management's Responsibility for Discipline"—H. W. Anderson.

"Disciplinary Clauses in Union Contracts"—
Francis Odell.

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THE PLACEMENT OFFICE LOOKS AHEAD

H. E. STONE, *Secretary, Loans and Placement,
West Virginia University*

IT is a far cry from the days when even the ablest college graduates found positions difficult, if not impossible to find . . . when the strategy of job finding was studied and applied by placement directors and their registrants.

Today, with sixty-million at work, recruiting, especially by industry seeking technical and engineering graduates, is about as active as it was during the war. Initial salaries for graduates are at an all time peak. Inflation is on.

A decade ago, college courses in job finding were offered in some institutions. Placement officers took time to inform students as to correct procedures in the employment interview. Registrants were warned as to the things that lead personnel men to reject applicants. The bad effect of poor posture, an argumentative attitude, excessive interest in the initial salary, gum chewing or smoking during the employment interview, unclean linens, and other factors were stressed. Students were assisted in making personnel data sheets and in writing letters of application. They were given facts concerning employers and employment conditions that prevented them from "pounding pavements."

The progressive placement office today does not minimize the value of proper preparation for placement, even though the need may be less in the present market for men. The wise senior still seeks facts as to the working conditions, personnel policies, promotional lines and the degree to which the job offered relates to his training, experience, personality and interests. Too many, however, now put initial salary first and all else second. Too few consider the stability of the company and the policy it has pursued in periods when business was declining. One does not have to be a pessimist to face the fact that there may again

be periods when, in practically every field, there may be an oversupply of applicants.

Plan for the Future—Versatility Important

We Americans have been taught not to cross bridges before we reach them. This does not preclude planning for the future. We are prone, when times are good and jobs are plentiful, to assume that they always will be.

Veterans today are rushing into courses in engineering, business and other practical fields. Many are married. All are over-age. The majority are concerned with future economic security rather than with general or liberal training. There is a tendency to forget the hazard faced by the man who lacks versatility, whose training has been restricted to one particular type of work, and whose vision has been narrowed by failure to study the entire field of his occupation while preparing for his specialty. There are placement authorities who feel that a very real placement problem may be faced by technically trained men during the next decade if the present trend in this direction continues.

Secondary school authorities point to the increased emphasis on mathematics and science in American high schools during the war and to the great decrease in enrollments in foreign languages. The war required invention, fabrication and manipulation of machines. It required skill in scientific techniques needed to destroy, demolish and kill. If the world is to have peace, there must be increased emphasis on all studies that will develop ideals and attitudes that make for peace. Without minimizing the need for more engineers who can rebuild a shattered world, and without arguing for or against foreign languages as a discipline, we can recognize their value in breaking down barriers between

nations that result from language differences. We can foresee the possibility in a few years of an excess of graduates in those fields most popular now and a shortage of graduates with a broad liberal education that includes more training for citizenship, for life and for the wise use of leisure time.

There is room for more pre-placement counseling and guidance in terms of national needs and social welfare. In our society, it is not easy to forecast employment opportunities. We cannot afford, because of this, to be blind to current educational, occupational and social trends and their implications for the future.

It may or may not be true that we are now training too many for technical and engineering careers and too few for such professions as medicine, nursing, public service and leadership in national and international affairs. We can at least give intelligent guidance to those whose desire to become engineers is greater than their aptitude for engineering studies. The Tau Beta Pi graduates will be pretty safe even if half of their classmates in engineering are unemployed during the next decade, which is not likely. Emphasis on high grades and a five year course in engineering might help to relieve congestion in engineering colleges and reduce future placement hazards for those students who are least likely to succeed in engineering, but have been led into it by their war-time observations and its post-war popularity.

Greater Efficiency Required

The prospect of greatly increased graduating classes in all colleges should at least lead all placement offices to take stock and be ready with such skill and ability as may be needed, whether the future market is good or bad. Now is the time for placement workers everywhere to read, think, study and plan for greater efficiency. This is a pleasing prospect for many placement workers who for several years have longed for a more challenging task

than that of helping seniors decide which job offer to accept.

It is surprising how few seniors are willing to spend the time necessary to inform themselves as to placement methods and techniques. Many are woefully poor salesmen of their services. Some adopt a sphinx-like silence in the employment interview. Others give the employer little opportunity to do any talking. Still others act indifferent. Many give up if unsuccessful in the first interview. When jobs in a given field are scarce, the senior is often over-anxious, excessively aggressive, or unpleasantly persistent. Few seem to be able to be natural, poised, courteous, friendly and able to listen intelligently and patiently when the prospective employer is talking about his business, its problems and its needs. No senior seeking placement can afford to neglect personality factors important to all who seek to sell commodities, ideas, or services. Employers want workers who will be friendly, co-operative and efficient.

When men sought jobs instead of jobs seeking men, many employers insisted on hiring only experienced workers. There is a lesson here for students now in college. If conditions should revert to those that existed from 1930 to 1939, one of the chief assets of the college graduate will be experience in work related to his training. In the light of this fact, summer and part-time working experience takes on new importance at a time when both are comparatively plentiful.

Now is the time to get out the books on the Strategy of Job Finding and placement techniques. It is also the time to become familiar with the application of sales techniques to the marketing of human services. Employer contact files can be enlarged and other preparation made for the time when tens of thousands of those who now crowd college campuses may need, not only their own initiative and resourcefulness, but all the help trained placement officers can give.

EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in American Citizenship

Edited by FRANKLIN L. BURDETTE

THE National Conference on Citizenship, convened annually under the auspices of the National Education Association, is an important opportunity for leaders of organizations to study progress and to plan cooperation. The third conference will be in Washington, May 16-19, 1948.

Objectives of the conferences are: "To re-examine the functions and duties of American citizenship in today's world; to assist in the development of more dynamic procedures for making citizenship more effective; to indicate the ways and means by which various organizations may contribute concretely to the development of a more active, alert, enlightened, conscientious, and progressive citizenry in our country."

Necessarily the conferences can bring together only top leadership from organizations, in the hope that assistance and encouragement may be given to the progress of each group. Sessions have been arranged—in Philadelphia in 1946, in Boston in 1947—under the leadership of Dr. Earle T. Hawkins, Chairman of the N. E. A. Citizenship Committee and now President of Maryland State Teachers College at Towson. Offices of the Citizenship Committee are in the National Education Association Building, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Emphasis at the conferences has been placed on the work of the home, the church, the school, and community organizations and activities. In opening the second conference Dr. Hawkins posed a group of practical questions which need recurring study:

1. What are the qualities of a good citizen?
2. What are the criteria of a good citizenship program?
3. What are some of the most challenging problems facing citizenship in action today?
4. What are some significant successes in the way of programs promoting good citizenship?
5. What practices seem of doubtful value when their results are weighed against the effort required to carry them on?
6. How can civic leaders be encouraged to study effectively programs designed to promote good citizenship?
7. What are some effective ways of evaluating the success of citizenship programs?
8. How can we get interested groups to go about this business of developing citizenship in the most effective way without being so much concerned about "who gets the proper credit"?

Attorney General Tom C. Clark has summarized the conference missions: "A National Conference on Citizenship, meeting annually, is a great dream, the fulfillment of which augurs well for the future of America. Unfolding here is an idea that can become a powerful force for the building of a better America and a better world—a force needed now as never before in our history. . . . The ideals of this Conference will come to fruition only when they are translated into action in the home community. For if we do not make democracy work locally, it will not work nationally."

EDITORIAL

DESPITE the fact that government positions may, for the most part, be filled without too much difficulty and questionnaires reveal that students are interested in Civil Service careers, a problem does exist, namely how to attract and hold the alert, intelligent individuals interested in making government not an expensive burden, but a tool which functions for the benefit of the majority.

No matter how altruistic an individual may be, he is interested in progressing. If he proves his ability he wants to be promoted to a position of greater responsibility. He is not interested primarily in benefits such as length of vacation or sick leaves, but rather in the opportunities for developing his capabilities. He wants the job to prove challenging and stimulating.

Too frequently Civil Service positions have stifled initiative in reams of forms, examinations and long waiting periods. For this reason, it has been said that the only ones who do not leave government positions to enter the business world are those who hold ratings higher than they would receive in private enterprise. Companies send attractive brochures to students stressing the advantages of becoming associated with them. Their recruiters are aggressive, keen individuals who have been trained in interviewing techniques and can give positive answers to student inquiries. On the other hand, taxpayers would frown upon such so-called expensive methods of attracting young people to government positions. Yet, funds spent to gain the desired results are not funds spent foolishly.

All of this, up to a short time ago, caused thinking people to shrug their shoulders and say that Civil Service would just have to struggle along as best it could and that government positions would continue to attract second rate young people.

The recognition that a problem exists is the first step in reaching a solution. Now both college placement officers and Civil Service officials are meeting together to discuss this situation. In late October, the Association sponsored such a meeting in Philadelphia and, as a result, the college representatives who attended are now aiding in publicising career opportunities with the federal government. They now place government positions on a par with those existing in private enterprise.

From Atlanta, Georgia, comes word that the newly-formed Southeastern Branch of the College Placement Officer's Association invited representatives to its meeting in January from the Fifth U. S. Civil Service Region to discuss "Opportunities in the Government for College Graduates."

Progress may be slow at first, but the acorn of thought planted today will in time mature into an oak of educational-governmental cooperation which will result in well-trained young men considering it a privilege to seek careers in government service.

BOOK REVIEWS

Personnel Research and Test Development in the Bureau of Naval Personnel, by *The Staff, Test and Research Section in Cooperation with N.D.R.C. Project N-106 and The College Entrance Examination Board. Edited by Dewey B. Stuit.* 513 pages. Princeton University Press. \$7.50.

This publication is an interesting and graphic presentation of the application of new and standard techniques of testing and evaluation to the problems of selection, classification and training of personnel which the Navy faced at the opening of the war in its effort "to make effectiveness in war the objective of all development and training." Chapters are written by various men who participated in the program, and illustrated by at least a hundred tables and a third as many figures.

As an improvement in selection procedures, it is recommended that greater emphasis be placed on the interest factor. "Many officers have been convinced through their own experience of the value of a systematic personnel procedure for (1) analyzing the job to be done, (2) determining the qualifications of the men available, and (3) selecting on a scientific basis the man best qualified for the job."

The necessity for construction of new tests was confirmed by studies of the validity of the testing program in use. Step by step process of preparation and validation of these tests includes norm studies, relativity of test scores to age and educational level and intercorrelation studies among tests of a basic battery. Particularly interesting is the CIC (Combat Information Center) Aptitude Test for determining (1) quickness of judgment, (2) speed and accuracy of plotting, and (3) quick visualization of the tactical situation of the tactical radar officer, also the Eye-Hand Coordination Test as developed for use in selecting winchmen and hatchmen.

Included also in this study is a discussion of screening tests for measurement of personal adjustment with the Experience Comparison Index, and Social Judgment Test as interesting samples.

In the field of prediction of success—

Mr. James W. Maucker indicates in his section on methods and limitations that, "The analyses were primarily correlational; various types of coefficients of correlation were utilized to estimate the relationship between predictors and criteria of success." He also points out that, "One of the principal outcomes of this phase of the research program may be that of

sensitizing those responsible for research to the obstacles which must be overcome before results meriting a high degree of confidence can reasonably be expected."

The section dealing with construction and use of achievement tests places emphasis on practical ability and mechanical comprehension. The men responsible for this phase of the work feel that methods of evaluation can be applied to practically any job, however complex or mechanical it may be.

Methodology in follow-up studies includes the Information Survey—an investigation into morale and attitudes. The authors believe that much progressive development and adaptation will be made in this phase of the personnel problem.

I recommend Lt. Comdr. Stuit's study to persons in every phase of personnel work—particularly to those willing to work through the detail of data recorded, techniques described, and problems presented by a group of experts.

ANNA R. BENNINGER,
Secretary of Placement,
Albright College,
Reading, Pa.

Veterans Challenge the Colleges, J. Hillis Miller and John S. Allen. 150 pages. King's Crown Press. \$2.25.

The authors describe their book as a "dispassionate narrative and analyses of a fairly complicated procedure through which tens of thousands of veterans and other New York State boys and girls have been given a chance to pursue education at the college level." It is valuable as a reference for a few educational planners who will want to learn how New York State coped with the problem of increasing its educational facilities to accommodate the tremendous number of young people who sought education after the war.

A considerable portion of the book is devoted to recording statistical and administrative procedures, proceedings at educational conferences, and accomplishments in terms of increased capacity of educational facilities. Therefore, reading it is drudgery, and since the material contained does not pertain directly to placement, probably few placement officers will want it for their library.

JOHN L. MUNSCHAUER,
Director of Cornell
University Placement Service,
Ithaca, New York

NEWS COMMENTS

Girard College

Mr. G. C. Pritchard, Director of the Placement Service, GIRARD COLLEGE, Philadelphia, Pa., believes that it is essential to keep the name of the school constantly before employers. Accordingly, local business firms receive postal cards announcing each graduation and stating the fields for which the young men have been trained.

Sigma Chi Foundation

The Sigma Chi Foundation has become a member of the Association and has purchased subscriptions to SCHOOL AND COLLEGE PLACEMENT for each of its 108 undergraduate chapters. The Foundation, which concerns itself with undergraduate scholarship, has placed Colonel Ralph W. Wilson in charge of an aggressive program designed to improve scholastic standing in the undergraduate chapters and to encourage intelligent preparation for post graduate placement.

The quarterly issues of SCHOOL AND COLLEGE PLACEMENT are used by the chapter advisors and undergraduate placement chairmen as reference material for both individual reading and group discussion.

The Association welcomes inquiries from other national college fraternities and sororities who may wish similarly to take advantage of the Association's facilities.

North American Philips Company, Inc.

A new, multi-purpose, self-quenching Geiger tube for use with Beta, Gamma and soft X-radiation has been announced by North American Philips Company, Inc., New York.

The new tube is rugged and employs an extremely thin mica window which is vitreous-sealed to the main tube body. It represents an advanced design especially suited to tracer, survey and X-ray Spectrometer work.

Essentially, the construction consists of a tubular chrome iron cathode having a mica window of high transmissibility at one end and a glass section for supporting the anode at the other end.

Overall length of the new Geiger tube is 6", diameter is 1". Length of the metal cathode is 3 3/4". Anode is 4 1/8" long and bears a glass bead at its free end. Mica window averages approximately 3.2 milligrams per square centimeter.

The tube may be used for tracer work employing C¹⁴, for soft X-radiation and for operations involving radium. Used with suitable circuits, it is capable of handling in excess of 3000 discrete counts per second.

Threshold voltage is 1350 and the plateau exceeds 300 volts in length. Normal operating potential is 1450. Laboratory tests indicate that this tube will have a life exceeding 10⁹ counts. Quantum efficiency for soft X-rays is in the order of 70-80%.

Institute of Life Insurance

To meet the growing demand from vocational counselors, teachers and students for information about careers in life insurance, the Institute of Life Insurance has published a booklet, "Careers for Youth in Life Insurance." This booklet is designed to provide high school and college students with objective information about career possibilities in various phases of the life insurance business.

With the guidance of life insurance company personnel officers and other key executives, Miss Helen M. Thal, of the Institute staff, who formerly was a college vocational counselor, has prepared this book. Dr. Harry D. Kitson, professor of vocational education, Teachers College, Columbia University, acted as consultant and other vocational guidance counselors served in an advisory capacity.

"Careers for Youth in Life Insurance" describes more than fifty life insurance careers, including those in the home offices and the branch or agency offices of the life insurance companies, as well as in the field of life insurance sales. Job descriptions, personal qualifications, educational requirements, and job outlook are included in the material devoted to each career possibility.

For further information, address requests to Educational Division, Institute of Life Insurance, 60 East 42nd Street, New York 17, N. Y.

College Placement Officer's Association

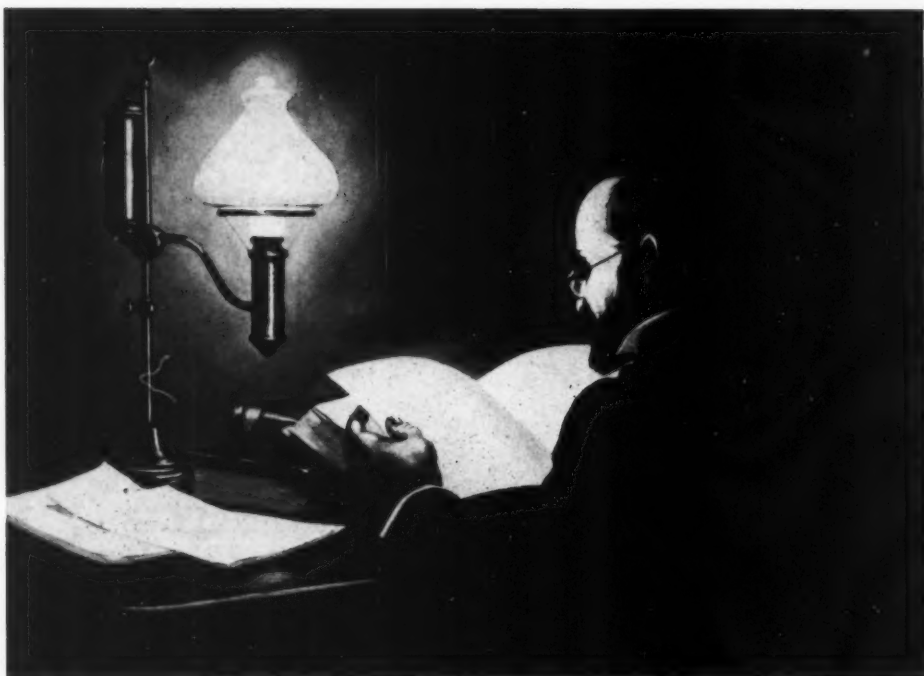
The Southeastern Section of the College Placement Officer's Association was organized at the Georgia School of Technology, Atlanta, Georgia, on January 16, 17, 1948.

Representatives from ten states were in attendance and the following officers were elected for 1948-49:

President, George C. Griffin, Dean of Students, Georgia School of Technology; Vice-President, Earl C. Davis, Dean of Men, Center College of Kentucky; Secretary, Miss Anne Seawell, Placement Officer, University of Georgia.

Only the following three representatives of industry were invited to this first meeting: Mr. Kenneth Meade, Manager of Personnel Clearing Point, General Motors Corporation, Detroit, Michigan; Mr. R. N. Dyer, Director of Industrial Relations, Humble Oil and Refining Company, Houston, Texas; and Mr. Winfield Firman, Personnel Director, Davison-Paxon Company, Atlanta, Georgia (R. H. Macy Corp.). These men delivered the principal addresses to the members present.

Other speakers were Dr. M. C. S. Noble and Mr. C. O. Emmerich, of the Fifth U. S. Civil Service Region, Atlanta, Georgia, who spoke on "The Opportunities in the Government for College Graduates."



MAN WITH A VISION

John W. Hornor, merchant, fascinated by an economic device which promised to promote financial security, founded the Penn Mutual Life Insurance Company over a hundred years ago. With all his forward-looking ideas, he could not foresee the future development of his brain child. As the Penn Mutual enters its second century, it provides financial security for over a half million policyowners.

Because of the extent to which Mr. Hornor's "economic device" has grown, men and women in the field of life insurance are finding careers rich in satisfaction and in opportunities.

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Work Training and Re-Training
Ethical Standards in Placement Work
Training Courses for Recent Graduates

A committee to work with American Youth Commission of the Council on Education at Washington
A committee of inter-relations between work of College Placement and State Employment Services
A committee to study the question of Existing Agencies and Possible Duplication of Effort
A committee to study the Field of Employment for Women

GRADES OF MEMBERSHIP

Sustaining Membership: Cash contributions ranging up to \$200.00, entitling the member to advertising space if desired.*

Institutional Membership: Full membership for two representatives of an institution, including a year's subscription for each to the journal, SCHOOL AND COLLEGE PLACEMENT, \$5.00 per year.

Regular Membership: Full membership for one individual, including a year's subscription to the journal, \$3.00 per year.

*Sustaining Members not using advertising space include E. I. DuPont de Nemours and Company and Sun Oil Company.

Address all communications to
The Association of School and College Placement
2721 Fidelity-Philadelphia Trust Building, 123 South Broad Street, Philadelphia 9, Penna.

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